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ABSTRACT

The book contains the major addresses, workshop findings, and materials from a 2 day workshop on communication networks designed to promote opportunities for the handicapped in higher education. The book is arranged in sections following the format of the conference program, with each segment prefaced by a brief introduction indicating the content of the session and identifying the speakers. Abstracts of each major address are included as well as the full, edited text of the speeches. A final section in which individual workshop leaders reported their group's findings is summarized and synthesized into a conclusions and recommendations section. An evaluation section follows in which responses to a postconference questionnaire surveying delegates' information seeking needs and behavior are tabulated and analyzed. A separate section of the book lists and annotates some communications vehicles that participants considered useful sources of information. Also provided are responses of a preconference questionnaire which elicited identification of organizations focusing on concerns of the handicapped in a postsecondary training setting. Workshops cover the following areas (names of panelists in parentheses): tactics for problem solving (J. Moffat); communication resources (R. Cheever, R. Mahler, and H. Roth); inservice education (G. Graham, and D. Kauppi); and organizations (D. Swift, T. O'Rourke, E. Lozano, Jr., and M. Redden). (SBH)

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Workshops on Communication Networks

That Promote Opportunities in Post-Secondary Education for the Handicapped

Held at Niagara Hilton Hotel
Niagara Falls, New York
April 23-25, 1979

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(The Proceedings outlined above are also available on tape. For a taped copy, please contact Office of Services for the Handicapped, State University of New York at Buffalo, 3435 Main Street, Buffalo, New York 14214.)

Foreword

The following pages present the results of an intensive two-day Workshop on Communication Networks designed to promote opportunities for the handicapped in higher education. Held in Niagara Falls, New York, on April 23-25, 1979, it was sponsored jointly by the Office of Services for the Handicapped, State University of New York at Buffalo and the Regional Education Programs Office, Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare. The Conference was coordinated by a Planning Committee chaired by Mrs. Bertha Cutcher, Coordinator of Services for the Handicapped, SUNY/Buffalo.

The contents of this book include not only the major addresses and workshop findings of the eighty-odd attendees, but also a collection of materials relating to their various functions within the field of post-secondary education for the handicapped. Thus the reader will find pragmatic advice and factual information of a professional nature, as well as annotated bibliographies of printed resources and lists of organizations. The major finding to come out of the conference, in fact, was that workers in the field need to know about and be encouraged to use existing information sources and communication networks. There is no question that these sources and networks need to be organized for easy retrieval. Also, a strong consensus emerged for a publication that would "draw it all together" to give workers in the field the reassurance that they were not missing any vital information.

The book has been arranged in sections following the format of the conference program. Each segment is prefaced by a brief introduction indicating the content of the session and identifying the speakers. Abstracts of each major address are included as well as the full, edited text of the speeches; in some cases, it was considered undue editorial license to tamper too greatly with the individual tone and character of presentations. A final session in which individual workshop leaders reported their group's findings is summarized and synthesized into a Conclusions and Recommendations section which closes the Conference Proceedings proper. This is followed by an Evaluation section in which responses to a post-conference questionnaire surveying delegates' information-seeking needs and behavior are tabulated and analyzed.

A separate section of the book lists and annotates some communications vehicles—printed and otherwise—that participants considered useful sources of information. In some cases, these were the direct products of a delegate's function; in others, they are merely resources they have used and wished to bring to their colleagues' attention. Also included are responses of a pre-conference questionnaire which elicited identification of organizations focusing on concerns of the handicapped in a post-secondary training setting. It should be emphasized that this is by no means an exhaustive or complete list of information sources in the field of post-secondary education for the handicapped but merely those that this group of knowledgeable professionals utilize and considered relevant at Conference time.

Tactics for Problem-Solving

John A. Moffat
Interdisciplinary Center for Creative Studies
State University College at Buffalo

Abstract:

The Creative Problem-Solving Institute each year attracts approximately 600 persons who firmly believe that creative problem-solving is a very important aspect of world development. The Center founders and other investigators have learned that persons use a systematic approach when looking at problems, interpreting them, coming up with solutions, and putting solutions into action. This creative problem-solving process includes five steps: (1) fact-finding, (2) problem-finding, (3) idea-finding, (4) solution-finding and (5) acceptance-finding.

The creative problem-solving process involves the following characteristics identified from research to be necessary in every creative person: originality, fluency, flexibility, sensitivity to problems and elaboration. Also, it has been established that there is no correlation between creativity and intelligence.

Fact-finding, the first step of the creative problem-solving process, is a search for every piece of pertinent information which might be involved in the problem or situation. Problem-finding means to go beyond the tip of the iceberg and to try to understand the full parameters of the problem. It involves expanding and broadening the outlook of the problem, and encourages a frame of mind in which as many alternatives as possible are thought of. Idea-finding, step three of the process, is a search for ideas that may turn out to be creative solutions to the problem. The main tool in idea-finding is brainstorming, with its discipline and rules that defer criticism, welcome freewheeling, nurture quantity, and encourage combining and improving ideas.

Searching and sifting through all of the ideas which have been developed to find the right one occurs during the solution-finding step of the creative problem-solving process. It is in this step that criteria and aspects of evaluation are utilized. Judgment is applied to determine which idea will work as the best possible solution. The fifth and final step, acceptance-finding, is the implementation step where acceptance is sought for the solution to the problem. Making the solution work and getting others to buy into it with their support are the main concerns of acceptance-finding, an easily overlooked but crucial stage in the process.

Every creative problem-solving process may not be quite as structured as this five-step model. Nevertheless, this model offers something positive for persons concerned with issues related to post-secondary education and handicapped individuals. There are aspects in this problem-solving process which encourage creativity, a new spark of imagination, and new solutions.

Presentation:

It's hard to believe, especially those of you who know anything about Buffalo or the reputation of Buffalo and its wonderful weather in the winter, that Buffalo is the center for creativity in the world. Now that may take a few of you by surprise, but it's true. The Creative Problem-Solving Institute attracts people from

all over the world. We have approximately 600 participants each year. Our leadership staff, the people who offer sessions and activities at the Institute, come on a voluntary basis. They pay their own way and pay their own lodging for the week that they are in Buffalo.

They do this because they firmly believe that creative problem-solving and creativity are very important aspects of world development, of solving the problems of the world and solving problems of people. We have people from South Africa, France, the Philippines, Finland, all over the United States, South America, Europe, and many other areas. The fascinating thing is that, as one participant asked a leader, "Why do you come all the way from South Africa to be in Buffalo for this Creative Problem-Solving Institute?" His response was, "I think about all the things that are going on in the world during that one week, and Buffalo is the place that I want to be."

What's the secret? Why is it that Buffalo or this Creative Problem-Solving Institute has such a tremendous attraction? Alex Osborn started to look into this secret of creativity: Why are some people more creative than others; how is it that some people solve problems creatively and some people solve problems in a very routine manner? His work has been carried on by Dr. Sidney J. Parnes, who is now the Chairman of the Interdisciplinary Center for Creative Studies at Buffalo State, and the President of the Creative Education Foundation.

What they have learned in working with people and trying to tap into their creativity, understand their creative problem-solving process, is that there is a systematic approach (or what we call the creative problem-solving process) which individuals use to look at problems, to interpret problems, to come up with solutions for problems and then to put these solutions into action.

Here we have a communication problem where it says, "I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant." Many of you have probably heard this before, and are probably just as confused by it as I am. But I think it points out that many times the language or the words themselves can be misconstrued or get in the way of the message that we are trying to convey or the thought that's trying to come through; in many cases, even the way you express an idea.

It is the same thing with this creative problem-solving process. You've got to start someplace. What we start with is a model, a structure, a what we call the five-step process. The first aspect of the model is what we call fact-finding: searching for data, searching for information, looking for every piece of pertinent information that we can think of that might be involved in a problem or situation.

We very deliberately use the word finding, to mean searching, to look for. Oftentimes we take that which is there, or available to us, which we immediately see. We don't really begin to look closely or carefully at what other facts we may not be considering, or may not have thought of. These other facts sometimes come from other people and other points of view.

The second step is what we call the problem-finding step. Again, the term problem-finding, searching for the problem. What we see as the initial problem, or what seems to be the problem, is just the tip of the iceberg. There is so much that we have to search for, to really look at, to try to understand, the full aspect of the problem, the whole problem itself.

When we get through problem-finding—trying to find that one problem statement that encompasses the iceberg idea, that encompasses the wholeness

of it—we get into step three, idea-finding: searching for solutions, searching for ideas, for alternatives, which may turn out to be the creative solution to this problem. In idea-finding we go through the very important aspect of deferring judgment.

The main tool in idea-finding is brainstorming, i.e., thinking or developing as many ideas as you can in as short a period of time as possible. To do brainstorming, there are rules that we follow incongruous as it may seem. Brainstorming is like any other aspect, there is a discipline involved with brainstorming that is required if you are going to be good at it, if you are going to realize its value as a tool.

The fourth step of the process is solution-finding, looking for solutions, searching through, sifting through all of these ideas that we have come up with to find the right one. The fifth step is acceptance-finding, and if I were to say that there was any one step that was more important than another, it would probably have to be acceptance-finding.

Acceptance-finding is the point where most people fail, where they don't make the solution something people will believe in. They don't make it something that people will support or buy into and carry with their support through to the implementation state of how do we make it work. We have this wonderful solution to this really difficult problem, but now we are not finished; we have to make it work. That's why we have acceptance-finding as that step. Coming out of acceptance-finding, as you see, is the "plan of action."

Now, how do these five steps work? What do we do in these various steps? What are the dynamics that take place in a part of this? Well, it's more complex than five diamonds with an arrow coming out. It isn't quite as structured or as rigid, as the model might have indicated.

The first step, going back to the fact-finding or data-finding is illustrated in this little example: a little boy says to his mother, "I have to write 50 facts for tomorrow. What's a fact?" Often we get stuck on that word. If it isn't something that seems to be written down, or we can look up in a reference book, then it doesn't seem to be a fact. How many times are we in a situation where the way someone feels about something, or the way someone looks at a situation, or the way that the situation exists—the chronological sequence of events—might be fact, but not necessarily written down in reference book.

The way our boss feels about our ideas, for example, or the way that other people accept our ideas, or our own credibility might be a fact or piece of information that is very important in that particular problem that we are dealing with. So we have to be careful when we are doing fact-finding, not to get hung up on the word fact. We have to deal with information or data. We deal with feelings, we deal with points of view, we deal with every conceivable aspect that might be involved in that particular problem. How is the person next door going to like this idea? Or how is it going to affect taxes, or how is it going to affect whatever. Those are concerns or elements that we have to consider in gathering our data and thinking, looking at the information about that particular problem.

The great advantage of fact-finding is that we can always go back and get more facts if we need them. If we find that we are in a problem situation, we need more information; we can get out and find more or we can go out and search for more. So we find what facts we can as quickly as we can and we try to move on to dealing with a problem.

Now we say in problem-finding that we want to develop the problem, so that

it is in its greatest and its broadest sense. An example of this might be the following: We were doing a program down at the Chautauqua Institute a few years ago. A woman was there taking part in the program and her daughter had dropped her off on a Sunday. It just so happened that her daughter was driving back to Ohio and had taken her car keys—the mother's car keys—back to Ohio with her. They had come in two cars. So there was the mother, with no car keys for the car that she had, and her daughter on her way back to Ohio in another car with the keys. The mother says, "I have this problem. I have to stop my daughter, so that I can get my car keys back." In asking her why she had to stop her daughter to get the car keys back, her reply was, "Well, how am I going to start my car and drive back and forth to the workshop in Chautauqua?" "Oh, well that's not so difficult, I can start your car by jumping over the coil," said a group member, "But why do you want to start your car?" Her reply, "Well, I need to get back and forth from where I am staying, I need transportation." Someone said, "Gee, that's not a problem because I am staying at the same place; I would be happy to give you a ride." So the woman ended up not needing her car keys, leaving her car where it was, and when her daughter came back on the Friday after the workshop was completed she got the keys from her daughter, packed up the car and everything was fine. But her initial reaction was, I have to stop my daughter to get my car keys. When she began to really examine the problem as to what it really was, she discovered the problem wasn't the car keys to start the car—it wasn't even starting the car—her problem was in what ways she might find transportation. She found her answer when a member of the group volunteered to drive her back and forth. If she had taken the time to begin with to think about that, it's possible she would have discovered that herself and concluded: I really don't need my car; I can ask someone in the group for a ride. But her initial reaction affected her behavior and the way she looked at the problem. She saw it in terms of: I have to get my keys.

This is the essence of problem-finding, to expand or at least broaden the outlook of the problem. In going from car keys to transportation we have taken in more possibilities. There were a limited number of ways in which she could get her car keys back from her daughter, but there were many more ways in which she could find transportation back and forth to the grounds where the workshop was being held. In her case we say: "In what ways might I find transportation?"

You have heard me say, "In what ways might I?" We set up the problem statement as exactly that. In what ways might I? The purpose there being that if I were to say how to, how do I get back and forth from where I am staying to the workshop, I might think of maybe one or two possibilities. But if I say in what ways, in as many as I can think of that are possible, then I am looking for as many possibilities. So we choose the term *In What Ways Might I,* and use this as a beginning of our problem statement. What this does is lead us into a frame of mind where we begin to think of as many alternatives as possible.

I mentioned before that in the idea-finding step, we deal with the very important element of brainstorming. There are rules for brainstorming, the most important of which is deferring judgment. An example of some non-deferred judgment: A wife is saying to her husband as they are viewing a painting, "If you disagree with me, dear, feel free to display your ignorance." Obviously, she has really set him up for that one.

We talk about brainstorming and the rules for brainstorming. There are four rules, the first one being criticism is out. This is another way of saying deferring

judgment, and in deferring judgment, the group is sharing ideas or coming up with ideas, even if we may feel a little bit like that's kind of impractical, that would be awfully expensive, it doesn't seem logical, it doesn't seem possible, we hold off with that kind of judgment.

If we were to sit around in a group and one person were to offer an idea, and then we were to criticize that idea, and then another person would offer an idea, and we would criticize that idea, and so on and so on, at the end of a half an hour we might have no ideas. But if we were to sit around in that same group and think of as many ideas as we could in ten minutes, and then sit around and talk about those ideas, and what we like about them and what we don't like about them, and what we might use from those ideas and discuss that for 20 minutes, chances are that we would at least come up with something more than what we did in the first half hour. So the rule of deferring judgment where criticism is ruled out is the foremost rule.

The next rule in brainstorming is that freewheeling is welcomed. That means to really roll with the ideas to let them come right out, to defer judgment for yourself now, as well as for others. Don't hold back if you think that an idea is crazy or ridiculous or not very practical. Someone in that group might see a very practical aspect of it by slightly turning it around, by looking at it from another point of view.

The third rule is quantity is wanted. We find that out of the research that's been done, the more ideas you have, the more better ideas you have. In brainstorming sessions where 50 or 100 ideas were generated, the best ideas usually came closer to the end. If 150 or 200 were generated, usually the best and most creative are in the last 50-100.

Rule number four - combination and improvement are sought. We also call this hitchhiking. Someone might say: Let's have napkins for the dinner and someone might hitchhike on that and say: Let's decorate the napkins with the symbol of the organization. So they are taking one idea and just building on it. That also reinforces that freewheeling is a welcome rule. Unless you give an idea to someone to build on, there is nothing to build.

There is an interesting effect that takes place through brainstorming, and it's called synergy. I don't know if any of you have heard it before, but there is an example I can share with you, that gives you an idea what synergy might be. If I have a dollar and you have a dollar and we were to trade, then I would walk away with a dollar and you would walk away with a dollar. That's not synergy. But if I have an idea and you have an idea, and we share those ideas, then I walk away with two and you walk away with two. I also walk away with the possibility that that idea you have shared with me might trigger an additional idea, or the two ideas might combine into a new idea which would trigger additional ideas. This is synergy.

It is a concept where the whole is greater than the sum of its parts, where by coming together and sharing ideas, we can increase the number of possibilities, increase the number of alternatives and ideas without limit. The number of ideas we can come up with is limited only by the imagination and I believe that there are no limits to a man's imagination. Once we establish the limits to imagination there is just something to go beyond.

Those are the rules for brainstorming and how they work. An example of combine and improve is the little boy who has found that his father's trousers

and suspenders make a wonderful swing. We can say that this is looking at a situation from a different point of view or possibly freewheeling. A boy is saying to his sister as they are standing by the gumball machine, "You put the penny in and I'll flush it." That is a little application of a combination. A man who is painting his room with a roller, instead of reaching up and down with his arm, is standing on a trampoline. As he bounces up and down, the walls are painted.

We now have to develop ideas, look at them from different points of view, make them larger, make them smaller, rearrange them; put them to other uses, to see if we might change these ideas in some way. The aspect here is manipulating the ideas, once we have them, to see if we might use them for possible solutions. Not to just dismiss them because they seem impractical or they don't seem to be realistic, but to look at that idea and to see what might be of value there to you.

Then we come to the difficult task of solution-finding. In solution-finding come criteria or aspects of evaluation. We have to evaluate our ideas, to look at them critically, to see which one might be a good solution or which one might be the best solution.

Criteria are very important to us and they are very important aspects of solution-finding, of evaluation. In solution-finding we evaluate; it is the point in the process where we now use judgment. We judge those ideas that we have selected to see if we might make them work as possible solutions. After we've selected our criteria, and measured our ideas against those criteria, we are faced with the solution to this problem with which we have to do something. Until we take it off the paper and implement it, it's really nothing, which is the purpose of acceptance-finding. The purpose is to develop a plan of action, looking for ways of implementing our solution. We begin to second guess those things that might go wrong, to find ways in which we might overcome the various objections, the criticisms, the hurdles that we have to deal with in making this solution work.

Probably during the conference you are going to be running into problems within your own small groups. One person will be representing one aspect and another person will be representing another. It will seem that there is an insurmountable barrier between the two people. Remember that this barrier only exists because we have created it. We have done it either through job descriptions or through responsibilities or through rules by which we go. So if we can create the barriers, we can also overcome the barriers. We can find ways around them or under them, or over them or through them, or however we go in meeting that other individual half-way or more than half-way, seeing their point of view and getting them to see ours, and trying to find some common ground to solve the problem.

Every person in this room is a problem-solver. If you weren't, you wouldn't be here. Some of us like to be more efficient or hope to be more effective problem-solvers. One of the things that I have found in others that deals with creative problem-solving is that this is a valuable tool to become a more effective and efficient problem-solver; in some ways also a creative problem-solver. We allow for new combinations to be made, new connections to be made, new ideas to emerge that might not have occurred before, because of deferring judgment, using brainstorming, using a sort of a structured approach.

Don't be deceived by the structure; it is really the logic that most of us use every day. A final illustration of communication is this last example: This little

boy is flying a kite and on the kite he has written, "Hi there, God." His parents are standing in the window and they are saying, "Why can't he just go to Sunday School and pray like all the other kids?"

We have always allowed for that spark of divine inspiration, whatever it might be, to help us be creative. We have to be patient enough, or open enough, to share ideas and be willing to listen to what other people have to say and be ready to say what's good about it and then what needs to be improved.

As long as I say what's good about it and what needs to be improved, I maintain a positive outlook where I can say I feel good about what I am doing. I am not frustrated or I don't feel that frustration, that anger, that depression, whatever it is that builds up when people have difficulty communicating when the problem seems to be insurmountable. I have that willingness to try. This aspect of creative problem-solving is not only the willingness to try, but also the willingness to allow something creative to happen—a new connection, a new spark of imagination, some new aspect that may be the creative solution instead of that everyday solution.

I might share something with you that I am working on right now. This semester in teaching creative studies at the college I have a blind girl in my class. She is a second semester freshman. One of the things I have been interested in was looking at creativity and working with creativity with the blind. There has been a lot of work that has been done with handicapped people and creativity. There have been creativity tests for the deaf, for the blind, for the physically handicapped and other groups. Not a lot has been done with the mentally retarded because it's a difficult group to do testing with or any measure of how much more creative they've become as a result of whatever treatment we've done.

Creativity exists in every individual at one level or another. It seems that our Creative Problem-Solving Institute, our Creative Studies classes, and this creative problem-solving process have shown that creativity can be taught, that a person can learn to be more creative. It seems to me that handicapped people have that right the same as anyone else to learn to be more creative. Where I work I asked how many handicapped people we had in our institute or in our classes. As far as anyone could recall over the 25-year period, there were none. Not that they were discriminated against, that they weren't allowed to come, but for some reason they either just weren't finding out about it, or didn't seem to be interested.

I started thinking about that and it seemed to me that because of the aspects of the individual, whatever unique limitations they have with that handicap, they have to deal with just day-to-day living in a very problem-solving manner. I became very interested in finding out whether the problem-solving approach they use is as creative or more creative or less creative than the problem-solving approach that I use. I had the good fortune to have this blind girl named Karen in my class and I began working with her and asking her.

At the beginning of the semester I was very honest with her and told her, "Karen, I am not going to assume that there are things that you cannot do because I want to give you the chance to try and I want you to give me the chance to discover. Then if there are some things you cannot do, then you and I will sit down and work them out or at least work out an alternative so that you can participate in my class, or any other blind student can participate in my class the same way any other student does in my class. In this way, I don't have to treat you

special, you don't have to feel that you are being treated special, and the students in the class don't have to look at you as if you are receiving special treatment. You will be another person in the crowd, but you'll be learning as well as they are learning."

She became very interested in that and we've been working on that the entire semester. I hope to put this together as part of a master's thesis, and possibly at some future time even publish the results. But I've already discovered in the process of doing this thesis that blind people and people with handicaps can be as creative or more creative or less creative than anyone else. My mission now is to say if I teach people how to be more creative then I want to be able to teach anyone how to be more creative.

Workshop I — Communications Resources

This session had three purposes: (1) to examine the types of publications and clearinghouses that exist for the dissemination of information about the disabled student in post-secondary institution; (2) to evaluate their effectiveness; and (3) to suggest more effective methods of information-sharing.

Panelists were: *Ray Cheever,* President and Editor of ACCENT ON LIVING, one of the most widely used publications on disability in the field, and President of *Accent on Information,* a working, computerized information retrieval system, emphasizing assistance devices and adaptive aids; *Dr. Richard Mahler,* Coordinator for Technical Assistance, Project for Handicapped College Students, Teacher's College, Columbia University; and *Dr. Helga Roth,* Chief of the Clearinghouse on Handicapped Individuals, Office of Information and Resources for the Handicapped, United States Department of Health, Education and Welfare.

The workshop examined the premise that since there was no dearth of information in the field, it was the methods of dissemination, i.e., the management and retrieval, that were the primary problem rather than the generation of more information. If information providers want to be relevant, they must encourage two-way communication between themselves and consumers, inviting suggestions and critiques in response to their output.

Ray C. Cheever, Editor
ACCENT ON LIVING

Abstract:

A clearinghouse is one thing, a source of information can be something else. A clearinghouse is a place where one can go to find out where there are many sources of information. Information sources, like libraries, have different "collections", and there is no one place where you can get everything.

Project HEATH (Higher Education and the Handicapped) is a highly recommended information source. It is described by many as providing "practical help"—the kind of information that answers problems they have in their offices on the day that they have the problems. Following are examples of other sources of information usable by those concerned with post-secondary education and handicapped persons: the National Center for Research and Vocational Education, Office of Handicapped Individuals in HEW, the Association of Handicapped Student Service Programs in Post-Secondary Education, local hotlines, the National Center for Law and the Handicapped, State Departments of Vocational Rehabilitation, and Accent on Information.

When referring to communication or information dissemination, three components should be kept in mind: (1) the user (the consumer and the rehabilitation engineer seeking information about wheelchairs will probably have two different perspectives); (2) the type of information; and (3) the method of dissemination.

Here is a listing of some materials contained in Accent on Information which can meet information needs at the post-secondary level: information on new products and services for handicapped persons, what project HEATH is and how to get information from it, an article for handicapped persons on how to choose the right college, a directory of colleges and universities for part-time students, stories on wheelchair co-eds who dealt with issues like attendant care and whether or not to join organizations of disabled students, articles for disabled persons on how to make wheelchairs last longer, how to obtain auto insurance, the care and feeding of batteries, a feature on a recreational therapist who teaches from a wheelchair in a college, a report detailing how a disabled student won credibility, an explanation of what's behind employer resistance to hiring handicapped persons, and a collection of specific, practical examples of people in wheelchairs in a variety of jobs. This information is usable at the post-secondary level by student advisors, career counselors, personnel developing student support service programs, and disabled students themselves.

Consumers, service providers, and organizations can learn about clearinghouses and sources of information from word-of-mouth, conferences like this, advertising, publications, association newsletters, and news releases. The post-secondary education community concerned with issues related to disability can be better served by expanding project HEATH, supporting the Association of Handicapped Student Service Programs in Post-Secondary Education, and by getting to offices which serve handicapped students more information for their staff and students from such sources as Accent on Information, the National Center for Law and the Handicapped, and the Office of Handicapped Individuals, HEW. In order to be effective with output, information providers must operate with a philosophy to obtain input by openly and constantly inviting suggestions and critiques.

Presentation:

In my remarks I will try to answer the three questions that have been prepared as the basis for this workshop. The first is the types of clearinghouses that exist and how they operate. I am going to talk a little bit about information. There are many sources of information, underline that word source, but few clearinghouses that are involved with this type of information. A clearinghouse is one thing; a source of information can be something else. You may be a source of information on a subject; a clearinghouse is, in my interpretation, a place where you can go to find out where there are many sources of information.

Now some of the ones with which we are familiar (and here again, Accent on Information is certainly no expert), I would like to say that information sources are like libraries. If you have a hobby, of cooking let's say, and you want to find books on cooking, you can go into the library close to where you live and you know you'll find some books on cooking. But if you go to another library in another city or any place else, you are going to find a different collection of books. And this is just like information sources or information clearinghouses. There is no one place where you can get everything, and this is true of Accent. You can't find out everything at Accent either.

Some of the places that we are familiar with and I think you people are even more familiar with, include (and it would be number one on my list) HEATH—

Higher Education of the Handicapped. I talked to one office of handicapped students, where we live, at Illinois State University in Normal, Illinois and they told me that they get more information, have received more help from this one office than any other place they've written. And it's practical help. It is the kind of information that answers the problems they have in their office.

The other is the National Center for Research and Vocational Education. I have more information on some of these, if you need them; forgive me if you already know about them. It might be that some of the people who started them are sitting in the audience. I just went through your files and did a simple search to find out some of the sources that we have and can identify. This was a little different.

Various organizations of offices for services for disabled students have been started throughout the country. And in my humble opinion, I think there is a tremendous need for such services and it is essential that a group like this has been organized on a national level, with a very strong, national association. Now, last night I found out that there was one. But then, there are a lot of satellite groups in various states that are not necessarily together yet. Like all evolving issues, this is something that needs to be concentrated on, because this is where I think you have your strength—in a real strong national group of who you are.

There is a Technical Education Research Center which focuses on careers for handicapped high school students. Perhaps this is a little different from what you are involved with, although I think we are all involved with careers, and I am going to give you an answer to that in a minute. And then there is the Office of Handicapped Individuals of which another member of this panel is going to tell you more about. They are in the Health, Education and Welfare Department.

There are local hotlines; I know in Illinois they told me they get a lot of answers to some of the problems they have from the hotline in Chicago. It's a toll free thing. And then there is something you can't overlook—the Offices of Vocational Rehabilitation. They are a source of information. One of the biggest problems is finances. How effective they are is something else; depends on where you come from. Another excellent source is the National Center for Law and the Handicapped. They have really got their act together on the legal aspect—the laws, the lawsuits and what is happening to determine the law.

But, to get back to information. You can make a list of places to get information, but really when you go home and look at that list, it's not going to tell you a great deal. Because, when you are in your office and a student comes in with a problem, let's say with a wheelchair battery, that's when you need to know just where to go. You can look down a long list of places to get information, but unless you know pretty specifically what kind of information you can get, from which source, it's really not going to do you much good, until you become more knowledgeable and experienced.

There are three ways to look at information and it's helpful to imagine a matrix, a chart, down the side of which you can put various users of information. The user of the information, the person who needs it, is a very important factor when you start talking about information. Who is it that you need the information for? For instance, if you are talking about wheelchairs, and information on wheelchairs, I might want to know where I can buy wheelchairs if I am a disabled person. Or, I might want to know what kinds of parts are available. But if you are a rehabilitation engineer, you already know that and you might want in-

formation and research on tread design, for example. Has a study been done on tread design as far as slipping on slippery surfaces or wet wood? Or traction or long wear? This is the kind of information he is looking for.

So first you must identify the user's need when looking for information. Then, to get back to the matrix model, specify the types of information needed. For example, a handicapped person might want to move to Miami, Florida and would like to find an accessible apartment. Let's say they are graduating from your university and want to move south—everyone wants to go south. How do they find an accessible apartment in Miami or Phoenix, or whatever? Where do they get that kind of information? That's just one example.

But you can see how the varieties of information can increase when you cross them with the person who needs it and is going to use it. There is medical information. How does one get information on different therapies? There is also device information which we are strong on. When all these types are listed on the chart and cross tabulated with the different users, each square reveals a different kind of information need.

Then to add depth, a third dimension to this matrix, you can start talking about the methods of dissemination. We give information in a computer printout, that's one way; and you don't get pictures and a lot of information that might be more useful to you, but you find out where you can get it. Or we can give you photocopies of the original data: this is another kind. A printed form of a speech or research report is another way, or an article from a magazine, and even information in textbooks that students have in college is another method of dissemination. In my view, it is important that as you get into talking about communication or information dissemination, you identify and keep in mind who is using it, what the type of information is that you are talking about, and how it is going to be disseminated.

I would like to tell you just a little bit more about Accent on Information and will follow this same line of thinking because you can say that Accent on Information is okay, I've heard of it, but what do you do? I've got photocopies, and you are welcome to look at these, but I'll just run through these fast. The purpose of this is to show you what information we have, to give you an idea of the type of information you can get from Accent.

Here we had in our new products and services section an item on HEATH—what it is and the address and where to write for information. Here is a cover article we had in a magazine: "How to choose the right college for you." How about all those handicapped people, you know, way out in the country some place who'd say, "Gee, I think I can go to college" but your mom and dad says "Gosh, you can never go to college; you know, how can you go to college in a wheelchair?" And the guy says, "Well, I think I saw an article once, where somebody did." So you know, you start dreaming about ideas, and you start thinking of possibilities, how do you reach that person and get him excited and motivated? Okay, this is one kind—how to choose the right college for you.

Here is a Directory of college and university degrees for part-time students. What if you have actually decided that you can't go and be on a university campus full-time but that there is a part-time program available. Here is a story on wheelchair co-eds out in Montana. (This happens to be my hometown which is no connection other than a coincidence.) But this girl went to Bozeman, Montana. They have pretty deep snow there, and as she is a pretty good looking girl, a

lot of the football players would push her around in the deep snow from one building to another. The point is it's a story and it's a picture of somebody going to school, which is that it can be done!

And here is an answer to attendant care while going to college. Now that's a pretty important thing. What if you were a student who can't totally take care of your needs? Well, here is how they solved it in an experimental program which happens to be on the University of Illinois campus. And it's quite innovative, another success story of how it was done. Incidentally, we pay for stories in our magazine, so if anybody wants to write material, you are welcome to send it in.

Here's another perspective: "Organizations of disabled not for them—coeds tell why." You get into this kind of opinion thing. Everyone doesn't want to join the disabled student organization, and these two girls put out some pretty interesting reading to help the disabled person make better judgments on their own, and also demonstrate that in real life they are really just like everybody else. Here's "These disabled students fight for accessibility and win the firstround." This was out in California where they get a pretty dynamic group of people; they are pretty activist. And they sued—they took on the university and the government, and made them close down a union building because one room wasn't accessible.

To get into a different type of information: "How to make your wheelchair last longer." Do you know where you get that kind of information? Did you ever try to get it from a wheelchair company? How about the care and feeding of wheelchair batteries? Where do you get that kind of information? I won't even answer that kind of question. But we point out that a lot of people use regular car batteries on wheelchairs and car batteries aren't designed for that kind of use. So you learn that you need a battery with a heavy plate like a marine type battery. This article explains all the deep cycling stuff and where you can get a battery that'll last longer and end up costing you less.

Another article dealt with the case of disabled students going to college and being unable to obtain auto insurance. It advised people with this problem on how to get auto insurance, another example of information. And these articles deal with various success stories: for example, a recreational therapist in a wheelchair who is a teacher at a college. Now how in the world can someone in a wheelchair teach recreation? Well, the story is that there is somebody doing it. Another is titled "Should disabled women seek careers in banking?" Well, you know in the first place she is a woman so she probably should seek a career, (well, you've got to consider that angle) and then she is in a wheelchair. Who wants someone in a wheelchair as an officer of a bank—you get that problem.

Here is another, a disabled student advisor at Arizona State University—anybody from down there? And it says "I was a very hostile person, but now a successful advisor to disabled students. She tells what happened to give her the credibility she needed." The greatest disability that disabled people have is to convince able-bodied people that there is nothing wrong with their mind and that they really can do something if people just get off their back and let them do it.

These are stories then that keep emphasizing the same point: that people in wheelchairs are kind of neat. Here is an article special: "Wheelchairs can increase employability"—a collection of specific, practical examples of people in wheelchairs in a variety of jobs. If you are doing career advisement to persons in a wheelchair, you must be realistic as to what s/he can or can't do physically. So

you start thinking, well what are some practical guidelines that I might be able to offer as an advisor? Who knows Dr. Carolyn L. Bash? She was Deputy Director of the California Department of Rehabilitation when this was published in 1975: "What's behind employer resistance to hiring disabled?"

Those are examples of the kind of information you can get from ACCENT ON LIVING. Also, examples of guides—here is just one. Now you all know guides—I guess I don't need to say that—but a guide for disabled students is really pretty nice to hand out to a student when they arrive on campus, to show them which buildings are accessible and which entrances, etc. Here is an architectural checklist of making colleges and universities accessible to the handicapped. But, I see in the brochure that you are already on top of that, and I think you have more information on that than we do.

Information sources incidentally depend on input, so I am going to end by reminding you to send us information about what you are doing. I am going to develop an article about this National Association you have started because I believe in that, and I think this is the kind of thing we can help promote through ACCENT. We have 17,000 readers, all paid subscribers. That means they pay money to get ACCENT so they can see what's in it. After all, anybody can send out 20 million copies of something. On the table there is an Accent on Information Search Request Form and that also will help you identify areas of information that we have. And, if I can put in a little plug, we have a Buyers' Guide, and we are coming out shortly with a new edition. Incidentally, that's a result of our computer system. It's not a file system that gets out of date by next week. We update it by computer and mail it to those companies. We have decided to recycle it every two years from now on—on the first one we had to kind of feel our way.

The second question I will try to address is how the consumers and service providers learn about clearinghouses and sources of information. Good question. My answers here would probably be typical: word of mouth, conferences like this, advertising, publications like ours, association newsletters, newsletters of other organizations, all kinds of organizations that are in any way related to disabilities, e.g., the *Journal of Physical Therapy,* the *Occupational Therapy* magazine, the *Journal of Rehabilitation,* news releases that have stories and articles about interested groups, like the United Cerebral Palsy Association. They all have newsletters and publications.

You know them all: the Council of Exceptional Children, one of the largest groups in the country and one which has teachers in almost every school in the country. They've got more teachers than all those others put together, probably more than all the counselors and therapists put together. So why not work together with the Council for Exceptional Children and start working and cooperating and getting information in their newsletters? They are on top of the ERIC system, which is another computerized information source that relates to what you are doing. I mentioned news releases, constant news releases. We send out news releases to try to promote what we are doing—there is no reason you can't do that. That, everybody can do!

My time is almost over, but to address the third question: how can clearinghouses better serve the post-secondary education community on issues related to disability? I think everybody would like to do a better job, and I know we certainly would. I think one of the first priorities is to expand HEATH. You need more staff who can cooperate and work closely with others, more dissemination of in-

formation like we discussed in the first part of this. HEATH seems to be really on top of a lot of things, and I guess there are even some things that I am not aware of, but I'd like to know about them.

Then, the campus Offices for the Services of the Handicapped. Here again, the thought keeps popping up that you can get other publications. Remember, HEATH is not the only source of information—I don't want you to get that idea. But your Offices for the Services of the Handicapped can get other magazines like ACCENT and the Office for Handicapped Individuals Bulletins, almost everything you can get your hands on—AMICUS from the National Society for Law and the Handicapped. Get these publications in your offices and have them for review.

Now to be effective with output of information, you have to have input—that's what I said before. So everyone must operate with a philosophy to openly and constantly invite suggestions and critiques, to give information providers the means and the opportunity to keep trying to do a better job. Thank you.

Dr. Richard Mahler
Coordinator for Technical Assistance
Project for Handicapped College Students
Teachers College - Columbia University

Abstract:

It seems that there is not a void of information—the problem is that it is in the wrong places. Information is coming in newsletters, press releases, journals, publications, catalogues, conference announcements, legislation, handbooks, pamphlets, tapes, films, monographs, brochures, etc., and it is all coming to us, coordinators for disabled students. But we should be getting it to the wider academic community such as the college presidents, deans of students, deans of faculty, vice-presidents for finance, housing officers, physical plant administrators, people like these. Excepting two useful articles[1] "What to do until the Big Grant Comes"[2], which discusses how colleges can better meet many of the needs of their disabled students without a lot of money, and "College/Rehab Collaboration for 504 Compliance"[3], which explores how campus coordinators can work more cooperatively with state rehabilitation agencies, there has not been much literature that reaches these persons. Articles need to appear in faculty, administration, and physical plant journals on such topics as how to teach math to blind students, use of interpreters in lecture halls, and the use of chemistry labs by students with amputations.

We can help our students by helping the faculty understand the handicapped students they are working with, helping them learn about new techniques of teaching, new technologies, and new equipment that's available. We

[1]Since this paper was originally presented, there have been additional articles in a variety of professional journals. RHM
[2]McEver, et. al., *Journal of College Student Personnel*, January, 1979, 67-72.
[3]Walker & Pomeranz, *Journal of College Student Personnel*, March, 1979, 115-121.

also need to get information to the educational community about career development, placement, and job-seeking skills so that handicapped students are not being screened out of careers and jobs because of assumptions of what they cannot do. Information is needed also to sensitize teachers to learn about disabled students.

Articles in journals aimed at these audiences will go a longer way if they are brought down to a specific person at specific universities, in specific programs, with specific problems. This personalizing brings the message to the human level where it can be understood. Keep it simple when dealing with problems and their solutions in these articles. Avoid technical, flowery, complicated and elaborate language and approaches.

Since science and education are all about sharing information, we should work with our libraries and get some space from them. It might mean only one stack, but it can be used for all material which is being received which might otherwise get lost, be misplaced, or be thrown away. This information when indexed and cross-referenced is thus available to us when we need it, to our colleagues, and to our students. Information exists. We have to get the information around to more people.

Presentation:

Issues for clearinghouses involve data and the data needs to be accurate and up-to-date. We must be concerned with gathering, developing, storing, organizing, retrieval of and also the dissemination of data. Issues for clearinghouses also involve research. We must be concerned with basic, clinical and educational research. Issues for clearinghouses also involve information and referral of both general and specific knowledge. In addition, we must also be concerned about the kinds of information generated and disseminated by local, regional, national and international agencies and how this information is shared.

Clearinghouse resources involve BOCES, Boards of Education, colleges and universities, government agencies (V.A., HEW, OVR, State Commissions for the Blind, etc.), private agencies (Easter Seals, EPVA, etc.), private foundations, private practitioners, libraries, training resources, volunteer resources and many others.

I was asked to specifically address the question of: 1) What voids in information dissemination on post-secondary education and the disabled student currently exist?

Perhaps the biggest void existing in disseminating information is that we are all sharing with each other. We are (or should be) aware, certainly, of literature in our own fields and academic disciplines. However, if we communicate only with our own colleagues we greatly reduce our effectiveness in meeting the needs of the disabled students we are supposed to be serving and helping.

My office is continually receiving information and literature—newsletters, press releases, journals, publication catalogues, conference announcements, government legislation, handbooks, pamphlets, tapes, films, research, brochures, ad infinitum. This material is shared by my Project colleagues and read by our counterparts across the country and abroad. We discuss it at staff

meetings, meetings of our associates and advisory board, and at professional conferences as we are, here and now.

But why the need for so much to us . . . and so little to others in higher education and related professions? The greatest void may be the lack of information to non-specialists. Who are these non-specialists? College presidents, deans of students, deans of faculty, vice-presidents for finance, housing officers, physical plant directors, etc. We all know people on campuses we must work with but from whom we do not get the emotional or financial support to make our programs operational.

We must continue to keep ourselves informed. But, we must also keep others informed about what we do and what we have learned. Journals of rehabilitation counseling and social service are read by us, but not necessarily by our colleagues in teaching or administration.

We need more articles in student service journals such as the *Personnel & Guidance Journal, Journal of College Student Personnel, Chronicle of Higher Education.* We need to reach placement officers, housing officers, financial aid officers, registrars, bursars, etc.

But as we reach these student affairs people, let us not miss those most necessary individuals without whom there would be no colleges or universities. I am speaking of those who teach. "The faculty is the university!"

College professors see their role as to teach (and perhaps do research, supervise graduate students writing theses and dissertations, serve on various commissions, write, etc.). They see themselves as transmitters of knowledge. But they do not always see themselves as Social Workers, Special Educators, Rehabilitation Counselors. Some are hostile to the idea of a disabled student in his/her classroom. Some resist the need to provide special or additional assistance and the often necessary extra time and effort. Some don't want to be bothered. And some are frightened and simply do not know how to meet students' special educational needs.

As we consider writing brilliant articles to share our knowledge with others working with handicapped students, we also need to consider the classroom situation. Articles are needed on subjects such as "teaching mathematics to blind students," "teaching the deaf and hearing-impaired student in a large lecture," "use of interpreters," "chemistry labs for the amputee," "understanding the needs and problems of a person with cerebral palsy in the classroom." These and many other articles need to be written. They also need to be published where they are needed most . . . in the journals, publications, meetings, and conferences of the academic disciplines. We can no longer be content to communicate solely with our own colleagues.

If we truly want to help our disabled students earn their educations, we must help teachers teach, learn new techniques and use of new technology. We must also be aware of their fears and apprehensions and help them to overcome them.

And now let me raise the question of *other voids:*

- Are enough materials available in non-print formats?
- Who does receive material and do they have the authority to take action?
- Are *all* needs of disabled students covered in our literature? Do we in-

clude *enough* of the *important* information? Do we cover "controversial" topics: sexuality, self-advocacy, political activism, civil disobedience, who (individually and collectively) killed transbus?

- Are we scaring administrators with the cost of compliance with 504 without providing cost-effective solutions?
- What about on-hands information regarding career development, placement, and job seeking skills?
- Is there enough information on non-visible disabilities? What about learning disabilities, mental retardation, admitting drug abusers? What about faculty and staff alcohol programs?

But how can we fill these voids? As I have already mentioned, we need to look at those to whom (and at whom) our information is addressed. We must also examine the writing style we use with various constituencies. Those of us who are (or were) students of psychology will remember our interest in reading case studies and our, for the most part, boredom (or worse) at statistics.

I believe we would be more effective in getting our messages across if we were less general and more specific. A "how to" format is also appropriate in disseminating information. Beward of "body counts" which we learned from news accounts during the Viet Nam War that high numbers tend to provoke indifference and shock rather than the expected (or desired) reaction. A "nuts and bolts" approach will more easily get data across than will complicated, psychophilosophical treatises.

But, can existing media (publications) be used to fill these voids? Yes, but publishers need to follow-up and find out if they are getting their messages across and to the right people. How much material is seen as "junk mail?" After it is read, is it acted on? Is it shared? Is it filed in the trash can, in a "dead" file or is it properly filed and cross-indexed for future reference? Is it available to those who might most use it? Is there a section of the library where such materials may be filed, indexed, and used?

And, is there really a need for additional and/or different types of publications? The issue is not whether or not there is a need for "different" journals. Rather, can we get our messages into sources not before considered. For example: airline magazines (in-flight); medical journals, but dealing with the whole person, not "the" disability, a part of the body, or a diagnosis. Many physicians are ignorant and poorly educated in many areas which impact on disabled persons.

And the final question I would like to address today. Do we need to reach different audiences through publications that are put out by other professional groups (e.g., physical plant personnel, faculty, administrators)? This question has in truth already been discussed. Perhaps, rather than more publications covering basically the same material, we need cooperation and sharing. If funds are limited, why are we all producing newsletters, often duplicating the same information? And now, I would like to conclude by raising some pertinent questions of my own. Could clearinghouses really "clear" information and avoid needless and wasteful repetition? Can our egos allow us to put our energies into services to students and clients rather than seeing our names in print?

Dr. Helga Roth, Chief
Clearinghouse on Handicapped Individuals
Office of Information and Resources for the Handicapped
Department of Health, Education and Welfare

Abstract:

There is a wealth of information in all areas of the handicapped field—including information that would be useful for educators, planners, and students with disabilities. The challenge is to manage the information so that it is readily available at the moment it is needed. One of the advantages of clearinghouses and information centers is that they can make information available when it is necessary.

When the Clearinghouse on the Handicapped came into existence in 1975, a first priority was to find out who was doing what for whom in which form. A survey of national information sources on handicapping conditions and related services showed that there were more than 200 private sector operations providing information pertaining to the field of the handicapped, and 40 to 50 federal operations which had some information to offer.

In the private sector, voluntary health organizations were established to advocate for certain disease or disorder groups. These associations are great resources for information on handicapping conditions, what they mean to the individual, what kind of resources there are to help the individual, what the coping techniques are, and to provide links among people who have the same disability and can share experiences.

Also in the private sector, a large number of professional associations were established. These organizations constantly seek to improve the professional knowledge of those who serve the handicapped. They are a great resource for young people who wish to enter the handicapped field, and need to know what it takes to become a professional in the field, such as a nurse, therapist, rehabilitation counselor, etc.

In the federal field, the agencies which focus on the handicapped as their target population, have public inquiries units to provide information about their programs. Some have also funded information centers through grants and contracts which serve specific populations such as the developmentally disabled, or cover specific subject areas such as the National Rehabilitation Information Center or the National Center for a Barrier-Free Environment. These information operations were developed when demands upon the resources of the major national organizations indicated that there was a need for specific places where such information is collected and made available. For example, accessibility information is necessary to college campuses in order for them to learn how much they will need to do to comply with the Section 504 regulations which demand that colleges make their programs accessible.

Another useful source of information for the educational field is the ERIC system. One of the ERIC Clearinghouses collects all educational research, educational innovative practices, and much more concerning handicapped children and their education. They have put together a bibliography on handicapped college students with about a hundred references. The ERIC Clearinghouse on Career Education in Ohio has material on career education of the handicapped, especially on vocational education and two-year colleges.

After the Clearinghouse on the Handicapped completed the survey of national information sources on handicapping conditions and related services, a directory was published which describes what each private organization and federal agency has to offer. Much of the information is not focused on a subject, such as "post-secondary education," but may be adapted for use in each particular situation. An updated directory now in progress will reflect recent growth of information resources. The Clearinghouse is a small operation, but intends to serve as a resource for all other information providers. Since the Federal Government should be responsible for information on federal funding and federal legislation, the Clearinghouse has developed publications in these two areas. There is also one consumer-oriented publication, A POCKET GUIDE TO FEDERAL HELP FOR THE DISABLED PERSON. Most government services are provided in a partnership with the states, so the booklet provides general leads to service agencies.

A last suggestion — in the management of information, guidance to services for handicapped individuals should be handled on a local or state level where services are received, while there are no geographic limitations for research information which is best handled on the national level.

Presentation:

As Dr. Mahler pointed out in his presentation, there is too much information—I agree wholeheartedly. The challenge is, how do we manage the information overflow rather than how do we create more information? One of the advantages of clearinghouses or information centers is that these places make the information available to you at the moment when you feel you need it.

This is very important for information management. It helps you get the information when you are feeling the greatest need. As you become more knowledgeable and accumulate information pertinent to your students' services for the handicapped on campuses, you yourself become a resource and have to tap less and less into other resources, because you can go to your own files.

Let me quickly sketch for you a picture of the national information field as it applies to the field of handicapping conditions and related services. Since the Clearinghouse, which came into existence in 1975, did not want to duplicate what somebody else had already been doing, our first job was to find out who was doing what for whom in which form. We made a large survey of national information resources on handicapping conditions and related services and wound up with a sizeable directory. We discovered that there were more than 200 private sector operations providing information pertaining to the field of the handicapped, and between 40 and 50 federal operations which had some information to offer.

A great deal of private sector information is lodged in voluntary health associations which came into existence—some many years ago, some very recently—to advocate for certain disease or disorder groups. Because they sometimes couldn't answer all inquiries from their constituencies by a letter or a telephone call, they got together material explaining the disease and its ramifications. These associations are great resources or information on handicapping conditions, what they mean to the individual, what kind of resources there are to help the individual, what the coping techniques are, and they can

provide links among people who have the same disability and can share experiences.

Then we have a large number of professional associations serving the handicapped. These organizations constantly seek to improve the professional knowledge of their members. They are less of an information resource for non-members, but they are a great resource for young people who feel they would like to serve the handicapped, but have only vague notions of what it takes to become a nurse or a therapist or how many therapies there are now, etc. These associations can provide information on what it takes to become a physical therapist or a rehabilitation counselor, etc.

In the federal field there are, of course, the agencies which have been traditionally involved with the handicapped as their target population. They all have public inquiries units to provide information on their programs. Some have also funded information centers through grants and contracts which serve specific populations such as the developmentally disabled or cover specific subject areas such as the National Rehabilitation Information Center. The ERIC system has already been mentioned, but I want to mention it again because one of the ERIC Clearinghouses collects all educational research, educational innovative practices, and much more concerning handicapped children and their education.

I called the CEC ERIC Clearinghouse before I came here because I wanted to know especially whether they had anything available for career education for post-secondary students, and they said they had. They have put together a bibliography on handicapped college students with about a hundred references which costs $10.00. I asked them about their range and scope as opposed to another ERIC Clearinghouse which I interviewed for this particular purpose here—and that is the ERIC Clearinghouse on Career Education which is operated by the University in Columbus, Ohio. I was told that this ERIC Clearinghouse also has material on career education of the handicapped, especially on vocational education and two-year colleges. I was told that the ERIC Clearinghouse at Council for Exceptional Children handles all documents produced with funds from the Bureau of Education for the Handicapped in the U.S. Office of Education; and that the ERIC Clearinghouse on Career Education in Ohio handles all documents produced by the Bureau of Occupational and Adult Education, also in the Office of Education. So there is some overlap, but it's not dramatic because they both have different competencies. I think the ERIC Clearinghouses are a resource you want to tap into and get out what you need for your specific purpose.

During the last few years, clearinghouses and information operations have sprung up which are no longer disease-oriented, but are subject-oriented, such as the National Center for a Barrier-Free Environment. Accessibility to the environment has become such a hot topic, especially regarding schools, that some of the large national organizations which were bombarded by inquiries recognized the need for a specific place where this information is being collected and made available. So the National Center came into existence with the help of Easter Seal, the President's Committee on Employment of the Handicapped, and many other organizations.

I think that this is a healthy development because in the information field we have to get away from the disease orientation so as not to repeat information in

too many different places. I would urge you, since you are now in a new field, to cover all disorders and collect the information which is relevant to all types of handicapped students.

Most of the handicapped students who go to college know what their disability is and how to cope with it, but we must not forget the newly disabled accident victim. Sometimes a student will become disabled during his student career, and this person may be in need of information on his disability, and you should be able to connect him/her with appropriate resources.

Dr. Mahler hit on a problem by saying let's get information out to people who are not seeking the information. This is the professor who teaches mathematics, and suddenly he has a student who is blind. He is not going to write to the Federation for the Blind or to any of the other large national organizations serving the blind asking for information on blindness. Dr. Mahler has described a very good scheme for interesting a mathematics professor. He will probably read something in his own professional journal if he can relate the article to someone in his class. But since we cannot hope to educate everybody who may get in contact with handicapped persons individually, we have a large, large job ahead in the field of public awareness. But public awareness without good information as its starting point is something to be afraid of.

To become knowledgeable in information, you have to know who can offer what kind of information and how to make best use of it. We tried to help you with our Directory of National Information Sources which describes what each of the listed operations has to offer. Don't be too narrow in your inquiries by limiting your questions by words like "post-secondary education." Much of the available information is not focused on it. But it may still be useful for you and you may be able to adapt it. Take the information which is already there and then add the specifics needed in post-secondary education.

Just as the colleges have to start with the ANSI standards of accessibility, they have to be adapted in each case to the physical layout of the particular college which works on accessibility. Section 504 regulations demand that colleges make their programs accessible. But there is a large difference in how much colleges have to do to comply. The Illinois college which was one of the very first colleges after World War II to become accessible in order to accommodate the veterans probably needs very little further effort, while some colleges which never gave much thought to handicapped student populations may have to make substantial changes.

I have read that colleges are very concerned about the dwindling population. Maybe the handicapped student will become more acceptable and more desirable because he is part of a new population. I think that's great. If the colleges have less students, maybe they can pay more attention to the individual.

Just one word about the Clearinghouse on the Handicapped. Because it is too small to cope with a large number of information requests, I thought it best if we became a resource for all the other information providers.

Since the Federal Government should be responsible for information on federal funding or federal legislation, we developed publications in these two areas. We are also knowledgeable in who knows what, so that we can steer people to sources with some sense of competence. That in itself is a large task, believe me.

We are now going through the first steps of the update of our directory. The

number of new information operations which have sprung up since 1976, the additional knowledge we have gained about the many, many pockets of information which federal programs created in order to serve target populations, is astounding. Our new edition will reflect this growth.

We have created one consumer-oriented publication you want to be aware of and that is A POCKET GUIDE TO FEDERAL HELP FOR THE DISABLED PERSON. It sums up in the roughest way what kind of benefits the handicapped individual can expect from the government. Since most of government services are provided in a partnership of the Federal Government with the states, there is a difference whether you are disabled in Mississippi or in California or in Alaska. We could not take care of local variations, but the booklet provides leads of how to find out.

That brings us to the last issue I want to mention. People who deal with information have to be very conscious of what kind of information is best handled on a national level, and what kind is best handled on a local or state level. All service information, meaning where are the services for individuals, should be handled on a local or state level, because the individual, except in very exceptional cases, should get the services as close to his home base as possible. Research information is an example of the opposite. Research information should be handled on a national level because what is important in research in Atlanta is certainly just as important in Washington or in any other place in the nation.

I close now because I am really looking forward to the question and answer session since that will give me a much better sense of what you want to hear from me. Thank you.

Workshop II — In-Service Education

Workshop II introduces a process for the identification, design and implementation of in-service education needs. "Staff development" and "person development" are terms used inter-changeably in describing the effects of such training. A good in-service training program can change the way an organization operates as well as raise the levels of professional and personal effectiveness of staff. The end product sought is "student development" through the enhancement of staff skills and abilities.

The workshop included presentations by *Dr. Gary Graham,* President, California Association of Post-Secondary Education of the Disabled and *Dr. Dwight Kauppi,* Project Director, Continuing Education Program for Rehabilitation, Region II, State University of New York at Buffalo.

Dr. Gary Graham, President
California Association of Post-Secondary Education of the Disabled

Abstract:

In-service training, or person development, is a methodology for managing educational change which is ubiquitous, penetrating and inescapable. Changes in educational problems, facilities, staff, techniques, numbers and kinds of students, and methods of involving faculty and students in making decisions, all contribute to the quality of education. But the quality of education in post-secondary education depends primarily on the knowledge of the staff. The priority of the future is on the needs of the people who staff the college. Increasing attention at the state and national level on staff development in the college is reflected in the Comprehensive Community College Act as approved in the Education Amendments of 1972, and by the President's National Advisory Council for Education Professions Development in 1971. In the '70's, many states have enacted or are considering programs which have a high priority need for persons rather than facilities or structures. They are also expanding programs and enrollments which recognize the imperative that all college staff have opportunities to learn about and to adapt educational innovations to their particular institutions. Yet, there are too few colleges which provide well-designed, strongly supported, total in-service programs which enhance the opportunities for the professional and personal development of staff members.

There are barriers to the understanding and acceptance of handicapped persons which can serve as arenas for "person development" programs. Grouped into three broad areas, these barriers are: barriers within society, barriers within the helping system, and barriers within handicapped persons, their families, and other advocates. Large gaps still exist in our awareness of these barriers as potential areas for in-service education.

Members of the general public — voters, policy makers, planners, architects, investors, employers, and media specialists — create and sustain numerous barriers which stand between handicapped persons and their goals. These barriers include: lack of knowledge and negative attitudes on the part of

nonhandicapped persons; competing societal demands; inadequate leadership; architectural barriers; media; and employment barriers.

The system designed by society to provide assistance to handicapped persons has a number of failings. These center around legislation; lack of knowledge; administration; personnel; vocational instructional services; counseling, placement and follow-up; materials and equipment; and research. In addition, the helping system has posed barriers to handicapped persons who are minorities and who reside in rural areas.

Physical, mental, and emotional problems; lack of knowledge and skills; negative attitudes and feelings; and behavioral problems are some of the barriers within handicapped persons which stand between them and their career and vocational goals. This list, with additional items, can be applied also to some families and friends of handicapped persons and their advocates.

Presentation:

The term "in-service training" is, in essence, an out-moded phrase in today's educational efforts. A much better phrase would be "staff development," or "person development." I would like to get you to think of this concept of person development as a methodology for managing educational change. Persons who wish today to lead the educational community toward greater effectiveness in meeting the social goals set for it must cope with change that is ubiquitous, penetrating, and inescapable. These persons, from all levels of our communities, are increasingly realizing that ways to manage change are sorely needed. The need is both for better mechanisms to handle change in day-to-day operations and for sound management principles as social science theory; only with this basis can change for the sake of change and the consequent waste of scarce resources be avoided. In addition, leaders of change need to see the change process as a gestalt — a process having an integrity and a definable character — rather than a scattered, segmented phenomenon.

One seldom thought of response to this need as a systematically developed program of "person development", a developmental process that can and should touch all the constituents involved in higher education, so that change is "orchestrated" for the betterment of the system by those who use it and those who provide it. Let me illustrate my point by briefly recounting the life development process of the community college system.

In the 1960's, the community college was the Horatio Alger of higher education, the home-grown darling of federal and state legislators, local taxpayers, educational innovators and the so-called "new" student. This institutionalized "American Dream" sprouted weekly in abandoned hardware stores, store fronts, unused high-school classrooms, or in about any place 20 students and an instructor could involve themselves in dialogue. Fashioned for six decades to be many things to many people, the doors were opened wide to new students and to old students; to those seeking a career and to those who were just seeking; to the winners and to those who knew only failure. Every man was encouraged to give it a try and most did.

A new kind of staff came to implement this "American Dream",—new graduate students and career educators searching for new opportunities, the

vice-presidents of heresy, the human development facilitators, the learning managers, the defined-purpose routers, and the cognitive mappers. The community college experienced an unprecedented period of growth from 1960 to 1970. In that ten-year period the number of two-year colleges increased by 61 percent; the number of students increased by 271 percent; the number of staff increased by 327 percent.

Because of this pace, the priority of resources focused on growth. Educational energies were exhausted in attempts to keep up with increasing numbers of students. New programs had to be launched. New facilities had to be located or constructed. New structures had to be hastily planned to involve the community, the faculty, and the students in making decisions.

The excitement and hopefulness that accompanied this period of growth led some educators to equate quantity with quality. Enrollment increases were cited by some as evidence of institutional effectiveness. While increasing enrollments, in part, may reflect some aspects of quality, few educators would be willing to accept quantity as the primary determinant of quality. In any case, the growth has almost stopped, and the formula "quantity means quality" does not have the spur-of-the-moment validity it once had.

In this decade, we must be concerned less with the quantity and more with the quality of education provided all college students, and the quality of education in post-secondary education depends primarily on the knowledge of the staff. If the colleges of the future are to realize even a modicum of potential, then the college leaders must begin to pay as much attention to their staffs as to students, programs, buildings, and organizational structures.

In the last decade, increasing attention at the state and national level has been focused on staff development in the college. In 1969, Senator Harrison Williams introduced the Comprehensive Community College Act to the Congress. The Act called for a master plan for community college development in each state — including a statewide plan for the "training and development of faculty and staff." This Act was approved in the Education Amendments of 1972. In 1968, the Florida Legislature had already passed Senate Bill 76x (68) providing funds for staff and program development. Other states and Canadian provinces are also initiating or continuing work on similar proposals. The Committee on Instruction of the California Junior College Association has prepared a bill calling for state funds for staff development. In Texas, community college leaders also had a bill submitted to the state legislature. The provincial governments of Quebec and Ontario have allocated funds to their community colleges, and in Ontario there is a staff development officer in each college. A few other states and provinces have organized programs, and many are beginning to consider the need for staff development.

The study by the President's National Advisory Council for Education Professions Development in 1971 further underscored the importance of staff development. Although this council could have selected any level or area of education for study, the community college was chosen because members of the council believed it to be one of the most important social developments to have emerged in American society in this century. Furthermore, the council felt the study should examine the needs of those who staff the community college. Thus the council placed a high priority on persons rather than on facilities, structures, and expanding programs and enrollments.

Major Issues: In-Service Programs

If, because of the limited energy of leaders and limited financial resources of taxpayers we must assign priorities in staff development, then major priority should be given to person development over pre-service programs for college staff.

Person development programs deserve particular attention because all staff members, the mediocre and the highly competent, need continuing opportunities to keep up with new developments in education. With increasing new developments in curriculum, instructional technology, organizational patterns, facilities and equipment, and teaching-learning styles, it is imperative that all college staff have opportunities to learn about and to adapt these innovations to their particular institutions.

The present state of in-service programs, however, is almost as poor as the present state of pre-service programs. Some colleges provide no in-service opportunities. Most provide at least an orientation program preceding the beginning of fall classes. Some even provide for periodic programs during the year and provide funds for professional travel and course work. Too few, however, provide a well-designed, strongly supported, total in-service program. Once orientation is concluded in-service education is not considered again until next year. The program should be a continuing program throughout the year and should be related to long-range improvement in the college. It should be designed to achieve institutional goals through the development of individual staff members.

The purpose of a person development program is, ultimately, to enhance the opportunities for student development at the college through the professional and personal development of staff members. This purpose is best achieved in a total institutional climate which is characterized by trust, respect and a deep concern for people. When the climate of learning for the staff is open, flexible, affirming, and challenging, the climate of learning for students is likely to be similar.

The aim is to develop a program that is so integrated into the fabric of the college that staff accept as normal the opportunity to plan goals and carry out activities that help them improve their teaching, administering and counseling. When the rewards are clear, and opportunities are provided, staff members will choose to be innovative and creative. When staff members begin to grow and develop, the college will move toward increased potency and impact.

The person development program is for everyone in the institution; secretaries, instructors, administrators, custodians, trustees, paraprofessionals, and counselors. Programs must be developed for the special needs of each group.

An efficient and effective program of staff development requires, of course, considerable funding. In the past, staff development programs have been assigned low priority and thus have received minimal financial support. In general, this low priority status has been maintained during the present high competition for budget dollars.

If state funds are not available, colleges should review the present use of funds for travel, sabbaticals, conferences, and other traditional forms of staff development to see whether funds could be better utilized. For example, money is expended for a few individuals to travel to conferences and workshops that could be used to bring programs and consultants to the campus for all staff

members. The money spent for sabbaticals for a few individuals could probably be spent much more wisely for many more people in the institution.

One of the best sources of funding for staff development is the institution's continuing education program, which, typically, offers educational experiences to local physicians, local realtors, and local public school teachers. Why not offer continuing education for the local community college staff?

While more potent staff or person development programs are emerging, numerous barriers still exist. Barriers have been grouped into three broad areas:

- Barriers Within Society
- Barriers Within the Helping System
- Barriers Within Handicapped Persons, Their Families and other Advocates

The category "Society" includes the general public, voters, policy makers, planners, architects, investors, employers, and media specialists. The category "Helping System" includes those directly involved in providing services: teachers, rehabilitation and school counselors, program administrators, supervisors, evaluators, curriculum developers, consultants, researchers, volunteers, medical personnel, members of professional organizations, and others. The third category includes handicapped persons, families of handicapped persons, and other advocates.

Barriers Within the Society

Numerous barriers within society stand between handicapped persons and their career and vocational goals. These barriers include lack of knowledge and negative attitudes on the part of the nonhandicapped persons, competing societal demands, inadequate leadership, architectural barriers, media barriers, barriers within employment, and other barriers. Many nonhandicapped persons lack knowledge and awareness of the needs and problems of handicapped persons, often causing the nonhandicapped to feel uncomfortable in the other's presence. Many nonhandicapped individuals are unaware of the wide variety of disabilities that exist, often assuming that all handicaps are visible and even that "handicapped" means wheelchair-bound. Few know what the abilities of handicapped persons are, not realizing that many disabilities may not be handicaps. The "invisible" handicaps e.g., learning disability, emotional disturbance, internal physical impairments usually go unrecognized and, thus, untreated.

There is a general reluctance to embrace and value any persons who are "different" in American society; as ethnic minorities, the elderly, the handicapped. Majority group members are often suspicious of persons who do not conform to group norms. This is partly due to fear of the unknown. The handicapped person presents a reminder to the nonhandicapped person of the latter's own mortality and vulnerability. Nonhandicapped persons tend to focus on individual disability, what handicapped persons are unable to do, rather than upon their abilities. When society makes plans, it ignores the fact that handicapped persons are individuals with many interests, intellectual resources, financial circumstances and educational levels. Many, instead, define handicapped persons according to medical diagnoses or functional disturbances. A person who happens to have disability is referred to as "that blind woman" or "the handicapped man."

Nonhandicapped persons fear saying or doing the wrong thing; to be safe, they usually say or do nothing. They also hold many stereotyped beliefs, e.g.:

"The government takes care of all handicapped people."
"They prefer to be alone (or with their kind) anyway."
"He'll just feel worse if I offer to do something."
"She's a girl, she must want to take home economics."
"He's blind. Can't he work at the post office?"
"All handicapped persons are mentally deficient in some way."
"Rehabilitating the handicapped is useless and a waste of money."

There are competing demands for attention—the economy, other minority groups. Personal goals push any attention for the handicapped to the bottom of most lists of priorities. For example, one local Employment Development Department office pointed out that there are eleven priority classifications ahead of the handicapped in their office. Right or wrong, most people tend to act on their perceived first priorities.

There is less than adequate leadership promoting the causes of handicapped persons, either on the part of handicapped themselves or by nonhandicapped leaders. Some groups of handicapped, such as those comprised of blind individuals, have been able to marshal considerable strength and legislation through organizing and through aggressive leadership, but most such groups have not fully utilized or developed their leadership skills. Few nonhandicapped elected officials have made the handicapped their first priority.

For most physically handicapped persons, especially for those with orthopedic handicaps, the world is a formidable place. Buildings, travelways, and public transportation are often inaccessible. There are many physical barriers faced daily by persons in wheelchairs, on crutches, or with visual handicaps. It is estimated that it would take $25 million to remove the architectural barriers in the post-secondary schools in California. Until these barriers are removed, thousands of handicapped persons are prevented from acquiring job skills and eventual employment.

Many employment barriers exist for the handicapped person who wants to work. As the President's Committee on Employment of the Handicapped points out, "In the best of times, handicapped persons are difficult to place . . . placement is very difficult in times of high unemployment." Many employers are reluctant to hire handicapped persons whom they do not know, do not understand, and who may or may not take longer to train, if nonhandicapped persons are available. Many employers are uncomfortable interacting with handicapped workers. Many employers assume that handicapped individuals must be hired whether qualified or not. Placement personnel fear losing their reputations with their employers by not providing "qualified" candidates.

In addition to the barriers mentioned, handicapped persons also experience a number of other problems in their everyday lives: discrimination in finding places to live, problems with dining in some restaurants, difficulties with attending theaters, and warnings or admonitions from representatives of certain religious groups, e.g., orthopedically handicapped persons are occasionally told that they will be "up and about" if only they will adopt certain religious beliefs.

Barriers Within the Helping System

Just as society as a whole erects barriers for handicapped persons, the system designed by society to provide assistance to them has a number of obstacles of its own. These center around legislation, lack of knowledge, administration, personnel, vocational instructional services, counseling, placement and followup, materials and equipment, research, barriers facing minority handicapped persons, special rural barriers, and special barriers related to delinquency and crime.

Legislation: Although there is a great tendency to blame legislation and funding sources for all barriers encountered in serving handicapped individuals, there definitely are several problems within the current legislation and allocation of funds system that prevent adequate service from being delivered. One of the biggest problems is that, too often, even when good legislation is passed there are no provisions or "teeth" in the legislation to ensure compliance with the legislative intent. In California, for instance, federal legislation for handicapped persons, although still not totally adequate, is far more comprehensive than state legislation. Although some state legislation exists, such as the California Master Plan for Special Education (AB 4040) and other sections of the California legal codes, legislation has not been complete. For example, the Master Plan carries inadequate state funding. The regional centers for developmental disabilities have been underfunded, resulting in their inability to serve many more than the mentally handicapped population. The concept of deinstitutionalization is underfunded and thus the movement toward intracommunity based care is being delayed. There is very little support for handicapped adults over the age of 18. For example, there is no specific support beyond twelfth grade for educationally handicapped persons. In addition, work experience is not allowable for apportionment in adult education programs.

There are numerous other problems with the state and federal funds that exist. For example, people in positions to begin or improve programs for handicapped persons are generally unaware of the availability of state and federal funds that could be used for these purposes. Many are confused over the array of funding sources at state and federal levels and at the conflicting legal and administrative requirements existing among the various state agencies. Receiving agencies sometimes misunderstand what funds are for, and at times funds are often used inefficiently.

Affirmative action policy for handicapped persons has not been clearly defined. In fact, federal and California laws differ on affirmative action for handicapped persons.

Problems exist with current Social Security laws for handicapped persons. If a handicapped individual takes a job and earns over a maximum amount, he or she is faced with loss of financial support (federal Supplemental Security Income or SSI) as well as loss of medical coverage (Medi-Cal). Due to the heavy medical expenses of some handicapped persons, they cannot afford to work, and thus lose Medi-Cal. In many cases, it would be necessary for a handicapped person to earn at least $14,000 per year to cover medical expenses alone. Instead of a gradual transition period, funds are cut off as soon as employment begins. Couples who marry also face a reduction in individual Social Security payments.

Legislation exists that discriminates against educationally handicapped/learning disabled students. The maximum enrollment of educationally

handicapped children in school districts can be only 2 per cent of the total district enrollment. (This is true even though some surveys indicate that 10 per cent or more of the population have learning disabilities.) Educationally handicapped students are not eligible for sheltered workshop contract support. Until recently, the State Department of Rehabilitation was reluctant to serve clients with learning disabilities unless they had other disabilities also.

Lack of Knowledge About the Helping System: There is an appalling lack of knowledge of what actually constitutes the helping system; who the providers of services are, who is responsible for what, and who the clients are. Included are barriers involving definitions and labels and difficulties with the methods used to identify the participants in the system.

Definitions/Labeling: Categories or labels assigned to handicapped persons on the basis of their handicapping conditions pose a number of problems. Labeling an individual as "retarded," for example, can be permanently damaging, having harmful effects on the individual throughout his or her entire life. The probability is that he or she will accept this label and assume that growth and development are not possible. Society will assign the person to a track in life, form stereotypes about his or her abilities, and not provide opportunities that could possibly allow greater development of that individual's potential.

Identification of Consumers: As the Rand Corporation pointed out in its 1973 study, "Identification is one of the more neglected services." For a number of reasons, including the problems with labeling mentioned previously, the total number of individuals with disabilities in California is not known. Many handicapped individuals sit at home or in institutions and are not counted in surveys such as those done by the public school. Many current surveys, including the U.S. Census, do not identify all disabled persons, e.g., those in institutions or those with learning disabilities. Less visible internal problems, such as cardiac or renal disorders, often are overlooked.

Inadequate Planning: No proven model exists of a desirable, interdependent helping system for individuals with handicaps. Even the service system for nonhandicapped persons is far from ideal. There is little joint planning or delineation of function among the deliverers of services. Instead of a planned continuum of services, gaps and duplications are present. Administration of services involving handicapped persons is generally "crisis" oriented, and very little long-range planning is done. At the present time, no master plan exists for meeting the vocational and career needs of Californians with handicaps. Although the California Master Plan for Special Education requires vocational education and career education for handicapped students, no guidelines have been provided on how they are to be implemented.

Difficulties exist with the concept of mainstreaming. Merely placing handicapped students into regular classes and programs without increasing input of services and support personnel or without preparing the clients and staff has caused resistance to mainstreaming in some cases. Some program managers do not realize that mainstreaming means more, not fewer, services and personnel. Most administrators cite the lack of funds as a barrier to providing quality mainstreamed opportunities.

Many administrators are unaware of the legislation and funding sources that exist for services for handicapped persons. Some do not realize that general education, special education, vocational education, Comprehensive Employ-

ment and Training Act (CETA), rehabilitation, and other funds can be used for complementary purposes in serving handicapped clients. Some assume that Vocational Education Amendments (VEA) handicapped CETA funds are the only funds available for vocational services for persons with disabilities.

Personnel: Perhaps the greatest problem encountered by the people in the helping system are the helpers themselves. Vocational educators seldom know how to recognize students with special learning needs, especially those with invisible handicaps. Few are able to conduct or interpret a vocational evaluation of a handicapped person, and few know how to adjust instructional materials and training stations to meet the special needs of handicapped students who require special adjustments. Special educators, on the other hand, do not always know the various career development paths that are available for their students or even consider such knowledge important. Most do not know the difference between career education and vocational education, and few are able to perform task and job analyses. "Regular" educators, in general, lack much of this same knowledge plus ways of integrating handicapped and nonhandicapped students and methods of infusing career education concepts into their own classes. Rehabilitation counselors may or may not know that vocational education is more than "woodshop and auto mechanics." Few are acquainted with the exciting new careers that are emerging or the newer career counseling techniques developed by educators.

All helpers may not know what special programs and funding sources exist for handicapped persons or what other successful people besides themselves are doing that could be of use to them. As a result of this lack of knowledge, there is often a feeling of powerlessness on the part of those trying to meet the career needs of their handicapped clients and students and rejection of too many potential clients who could benefit from services.

Barriers Within Handicapped Persons, Their Families, and Other Advocates

Without question, the great majority of barriers that stand between handicapped persons and their vocational goals are found within society as a whole and within the system designed to assist handicapped persons. Yet, the picture would be incomplete if attention were not given to the barriers that also exist within handicapped persons, their family members, and other advocates. All of these barriers are the result of an interaction between the individual and his or her external environment. Not every handicapped person has these barriers; some may have none of them. Significantly, most of these barriers are also experienced to some degree by nonhandicapped persons.

Physical/Mental/Emotional Problems: Some physically limited individuals may lack mobility, have difficulty with mobility, or be unable to perform certain manipulative tasks without special adaptive devices and equipment. With such aids, however, most can be extremely mobile and do even the most complex task. Some physically handicapped persons, due to their disabilities, experience certain physical problems, including pain or other discomfort, such as dizziness. At time, they also experience the normal physical health problems that nonhandicapped persons have, such as headaches, stomach aches, and colds.

Mentally handicapped persons may require very powerful training and/or

longer periods of time to learn tasks and to finish their work. Some tasks may be beyond their capability to perform. Certain emotionally handicapping conditions may, at times, produce problems such as excessive tension or excitability, anger, and withdrawal, but these problems can also be handled through interventions.

Lack of Knowledge: For many reasons handicapped persons may be unfamiliar with their own disabilities. Many do not know their personal rights as disabled citizens or what programs, services, and opportunities exist in the areas of general assistance (including financial), education and training, careers, and leisure activities. Most do not know what other handicapped people with their disability have been able to accomplish. They also lack information about handicapping conditions besides their own. In addition, many handicapped persons do not remain current with the "state of the art" in regard to new self-help aids for independent living.

Lack of Skills: Handicapped persons may lack skills in communication and computation, decision-making, a "marketable" vocation, an engrossing avocation, job seeking (interviewing, compiling a resume, completing an application, dressing for a job), independent living, and consumerism. Many lack skills in interpersonal relationships such as ways of reading facial expressions and other body language, and how to react to humor.

Negative Attitudes and Feelings: Handicapped individuals may possess a number of attitudinal barriers that prevent them from successfully participating in vocational services. Mirroring society's assessment of them, some have poor self concepts and self images and lack self confidence and feelings of self importance. Many do not have career goals or else have unrealistic career goals in terms of opportunities and their own abilities. Often handicapped persons are very sensitive to criticism and teasing. They frequently have feelings of dependency, fearing independence and success. At the same time, they feel the pressure to succeed so as not to set back the "handicapped movement."

Behavioral Barriers: Sometimes handicapped persons may act in certain ways that actually serve as barriers between them and their career goals. For example, some tend to lean upon others even when independence is possible. Many do not take advantage of opportunities even when they are readily available. Handicapped individuals often are unwilling to join with other handicapped persons with similar goals in order to strengthen their cause. Occasionally handicapped persons who are comfortable with their way of life "put down" or ridicule those interested in securing rights for the handicapped.

Handicapped Persons' Family Members

Barriers can also be found within persons related to handicapped persons, particularly their parents. Parents and other members of the handicapped person's family often know relatively little about the disability, including what problems are caused by the disability itself and what problems are "normal" for all children and adults. Family members are generally unaware of all the programs, services, and opportunities that exist for individuals with handicaps or where to go for such information. They frequently do not know others who are experiencing the same problems, and many are unsure of their own goals and needs. At times, one parent withdraws and does not support the other parent in the quest for information and services.

Aside from perhaps not having some general skills in parenting that many parents of nonhandicapped children also lack, parents of handicapped persons may have difficulty communicating their needs and feelings in an assertive, effective manner. It is difficult to be assertive about an issue that much of society has tended to ignore, and considerable skill is needed to convey such concerns. Family members often experience feelings of guilt. At the same time, they resent his or her demands and blame the handicapped person for their own problems. It is common for family members to feel extremely possessive toward the handicapped individual, wanting to protect him or her from the outside world.

Certain actions or lack of action on the part of family members can stand in the way of their handicapped family member. Some are indifferent and do not take advantage of opportunities even when they are readily available. Most overprotect the handicapped person and reinforce feelings of dependency. Some act very permissively toward the handicapped family member, fearing reprisal, anger, or even physical violence by him or her.

Barriers Within Advocates for Handicapped Persons

Many handicapped and nonhandicapped persons are joining or organizing groups in order to achieve unified action to effect the many overdue changes needed in society and the helping system. In some cases, however, these advocates, although vitally important and needed, sometimes create barriers themselves between handicapped individuals and the services and opportunities that are potentially theirs. The largest barrier is the apparent unwillingness of some handicapped advocacy groups to join together in efforts to reach similar goals. Legislators and other decision makers are often bewildered and even stopped from acting due to the disagreements among factions within the handicapped movement. Total unity is not expected or perhaps even desirable, but the strong competition that currently exists has served as a barrier in some cases.

Advocates, although usually dedicated and hard working, sometimes lack knowledge and skills in such areas as planning, political processes, strategies for implementing changes in systems, laws, rights and ways of being assertive. Most advocates do not have a grasp of the total helping system and how to use it to the advantage of handicapped persons. Many advocates, in their efforts to secure rights for handicapped persons, criticize or ridicule handicapped persons who are not interested in changing life styles or goals. Some also become so enthusiastic that they, like many parents of handicapped persons, act as though theirs is the only difficulty or cause faced by society.

These barriers to understanding and acceptance are submitted as "food for thought" to you conference participants for the development of a "person development" network. The "what ares" can be found within the material I have just presented. The "what should be" is yet to be developed by all of us here during the next few days. However, my charge to each of us with regard to that old stand-by "staff development or inservice training," is to make this activity truly "person development" and reach out beyond the walls of your institution as you attempt to bring about change within your system at whatever level you seek to make that change.

Dr. Dwight Kauppi, Project Director
Continuing Education for Rehabilitation, Region II
State University of New York at Buffalo

Abstract:

In-service training should be related to identifying the individual needs of the trainees and helping them to find ways of meeting their individual needs. An effective in-service training program will change the way the organization operates. During efforts to apply their new knowledge and new information, persons who complete good in-service programs may disappoint administrators by wanting to change policies and procedures. Often administrators will confuse training problems with attitudinal and organizational problems. Many things can go badly during in-service training, ranging from audio-visual equipment breakdowns, to speakers totally misunderstanding the needs of the audience, or to the wrong persons being selected for the training.

In identifying and using resources, the problem is getting the right match between what the needs are and what the proper resources are to fill those needs. The most important resources will be people. Preliminary screening of mass amounts of information by a computer is useful, but it takes human skill to decide what is going to meet the needs. It takes human beings to understand mandates of Congress and offer help in developing good in-service programs on college campuses. Humans are important also, because they bring the possibility for interaction and present materials in ways that will be effective. Human resources should not be expected to do extensive work for free. There are many persons who could probably put together sensible training programs on a variety of topics, but it would take months to do it. Therefore, look for someone who already has what is needed. Tell them what is wanted, who the trainees are, and what the problems and goals are. Arrange to have the resource person talk to the trainees, to find out what the problems are from their perspective. Be careful of the single approach person who may use the wrong methodology for the problem at hand. When good resource people are found, value them. Give them feedback and let them know what was most helpful.

Following are places where someone can be found to develop and present in-service programs on any topic in the general area of rehabilitation and disability. This list will lead to other resources such as books, films, other kinds of media, and persons who can conduct in-service training programs. Supervisors from each State's departments or divisions of vocational rehabilitation should know persons in their offices who would be willing to help. Particularly useful are the faculty and graduates of the 80 to 100 long-term degree granting university training programs in the country sponsored by the Rehabilitation Services Administration, HEW. The RSA-funded Regional Rehabilitation Research Institutes and Research and Training Centers, of which there are three of the first and 19 of the latter, along with the HEW Regional Rehabilitation Continuing Education Programs have all developed and have available related resources. Available free to residents here in Region II is a resource training directory which is now being reprinted. These resources can spare institutions the extraordinary expenses involved in developing training packages from the very beginning.

Presentation:

I have always felt that in-service training should not be thought of simply as programs and workshops that you put on, but that it should be related to identifying the individual needs of the people that you are developing programs for and helping them find ways of meeting their needs. I know that some of the time you wind up running workshops, and some of the time that is necessary because you need to if for no other reason than to impress the people that come around inspecting. When the time comes to justify a staff development program, it is comforting to be able to cite numbers of workshops and contact hours. You can't as easily give people the stuff of your personal development programs. So you do need to think, to some degree, in terms of workshops and programs. But it's very easy to forget that there are some things that should be happening to people, rather than just simply running a bunch of programs.

You should also be aware that a good in-service training program will change the way the organization operates. Many administrators think of in-service training as something that will make things go better, their way. Since administrators are the ones that think they know how to operate organizations the best way, they are often surprised when they find out that the people they send away to get training come back and, instead of doing things better the administrator's way, the trained employees want to modify the organization. They want to change policy, they want to change procedure, they want to do things differently. This can be a great disappointment to administrators who simply wanted to have things go better, but didn't want to change.

As long as I am on administrators, be aware that administrators often think that some problems are training problems, when they are actually something else. You can be blamed for failure as a trainer if your training is expected to solve non-training problems. One way to tell if a staff problem is a training problem or not is to use the old gun-to-the-head test. If people are not doing something they should because they don't know how to do it, that's one thing, but if you put a gun to their head and say "now do it or I'll pull the trigger" and they do it, it's not a training problem. It may be an organizational problem, it may be an attitudinal problem, but it's not a training problem. It's also important to recognize that when you do training, things will go badly. Things just simply are not going to go very well.

The audio-visual aids will foul up. Bulbs will burn out, machines will jam; there will be nobody around who knows how to load the machine, and sometimes even just simple things that you can't possibly predict, like your marker running out of ink, will occur. In my own personal life tally sheet, the A-V failure rate is at 50%. I am not saying that you shouldn't use audio-visual aids; I am just saying you should expect problems with the system.

Some of the speakers that you get will acknowledge that they have a human audience only at the beginning of their presentation, when they tell the worst possible unrelated joke. Then they go on to read their presentations and then it's usually an incredibly boring lecture. Sometimes they will go so far as to read it out of a book. It's not so bad if they've written the book, but sometimes you get the feeling that they haven't even read it.

Sometimes speakers will totally misunderstand the needs of your group. They will be well above or well below the level of the audience. This is com-

rounded when trainees get selected for training that has nothing to do with their needs, as often happens in larger organizations. I once worked for an organization where training was based on seniority. The old timers got to go to whatever training was offered in San Francisco or Boston, while the new employees got the less desirable cities. I spent a week once in Lawrence, Kansas.

Sometimes you'll get a trainer who believes in experiential training. This is OK until you get someone whose instructions to the group in this experiential training are something between the Kama Sutra and a Tupperware Sales Manager's Manual. This doesn't make sense if the topic is architectural barriers.

Of course, what will always happen is you'll present a program which is the equivalent in importance and interest to preparing for the second coming, and out of the corner of your eye in the middle of your most important presentation, you see one of your trainees sorting through his coin collection, magnifying glass and all. This may sound absurd, but it is based on an actual personal experience; I couldn't have made that up.

Having prepared you for some of the bad things that will happen, let me say something about identifying and using resources, the kind of resources that you'll need to conduct the variety of in-service training programs that you will be doing. I think the big problem is going to be not that there are not enough resources, but that there are too many. The problem really is getting the match between what your needs are and what the proper resources are to fill those needs. You must identify your needs as carefully and as thoroughly as you can. You have heard this, I am sure, many times over.

I think the most important resources you can find will be people. You need human help, human skills. Of course you need the printed knowledge and a variety of other sources but primarily what you need is people. It takes human skills to bring about the match between your needs and the resources that there are. This human judgment cannot be replaced by the computer. Computers are wonderful. But computers are not good enough yet to know the difference between true statements. The statement "time flies like an arrow," they interpret as if it were of the same form as "fruit flies like a banana." And a computer system that can't tell the difference between those two kinds of statements can't make the complete match between what you need and what resources there are. I am sure any of you who have done a computer search for any kind of research know that it's a wonderful way to make a preliminary screening of massive amounts of resources, but the final decision as to what's going to help you and what isn't has to be done by a human being.

Another reason why you need a human being is that many resources are tied to agencies that have a mandated constituency. It takes a person from one of those resources to decide that he or she is going to help you. It takes a person to not say the equivalent of "I'm sorry, you're not sitting at my table; ask your own waiter to bring you a glass of water." You are going to be asking for help from agencies who could refuse to help you because their congressional mandate says nothing about putting on in-service training programs on college campuses in order to make them more accessible to handicapped individuals. It takes a human being to understand when they are serving the intent of Congress and when they are being rigid and really simply avoiding responsibility that they could perfectly well accept.

Another reason why people are important in training is that the style of presentation is important. I am not going to say anything to you today, and you are not going to hear anything today or during this entire conference, that you could not have perfectly well read from a mimeographed or ditto sheet. We could have typed all this stuff out, pulled it all together and mailed it to you and would have saved a whole lot of money and a whole lot of time. And that would be nearly worthless, I believe. Presentation is important. It gives a kind of punctuation to what you get. There is a possibility for interaction; human resources are the way that will help you present materials in ways that will be effective.

Finally, you need a guide. You need a human being, someone who knows the best fishing spots, someone who can tell the weather by looking at the clouds, someone who knows how to speak the language of the various tribes that you are going to visit on the way. I think that only a human being can help you through that. So I am suggesting that the human resources are going to be the most important ones.

How should you use these human resources? Let me offer a few suggestions. First of all, don't expect extensive work for free, if you are "not at his table." If all you want is a glass of water, it is perfectly reasonable to ask, even somebody else's waiter, to bring you a glass of water, and if he or she is a reasonable human being, they'll do it. But if you look for much more, you are likely not to get it, or to be dissatisfied if you do. What you should be doing is looking for someone who, more or less, already has what you want.

So you will need to approach potential human resources in kind of a cagey way. You will do a little verbal dance to tell them what you are interested in, and find out what it is they have to offer before either of you get hooked into a relationship which you may not want to continue. Nothing different from what happens at bars, convention cocktail hours, and many other places, where people try to decide in the first few moments of their meeting whether the relationship is something they want to spend ten minutes, an hour, an evening, a weekend in Toronto, or the rest of their life with. You can save yourself a thousand problems if you avoid getting committed too soon, or if commitment is based on too little information. Tell them what you want, who your trainees are, what the problems are, and what the goals are. It is a good idea to let your potential training resource talk to your trainees before the training program is constructed. A good trainer will insist on it.

You should be careful of the single approach resource person. Like the kid who has just been given a hammer, for whom everything needs pounding, there are some trainers who think that everything needs an experiential group, or a simulation, or a fishbowl discussion, or whatever method it is that they are doing at the time. It may well be that that approach will work for your problems, but it may well not.

When you find people, good resource people, value them; give them feedback. Don't be afraid to lay it on thick. But try to be specific. Tell them what it is that they have done that you have found the most helpful.

Let me say a few words about paying the resources. Beware the person who asks first about a fee. They may be OK. In fact, some of the people who ask fees may do that because they are so popular; they need to limit the incursions in their time. On the other hand, if you don't have any money, be up front about that and tell people in the first few sentences. I think the only time that there is likely to be

a relationship between the amount of money you pay and the quality of service that you get is when you can't afford them anyway. I know there are some really exceptionally good trainers who get six or seven hundred dollars a day. I don't think any of us can afford that kind of money.

Where would you find these human resources? I am just going to discuss some possible sources of resources that might be available to you. These are places that employ trained, experienced persons who have been working in a variety of ways providing rehabilitation and other services. Among their number you are sure to find someone who will help you develop and present in-service on just about any topic that you might be concerned about in the general area of rehabilitation and disability. They won't always be the ones to put on workshops for you, but they may be people who will lead you to other resources. People who will tell you about books that might be helpful, about films, about other kinds of media, who will tell you about other kinds of people.

You may have to look at a lot of places before you get answers to your questions. As you'll see, each of these places I mention has a constituency which may or may not include you. When it does include you, you may need to find a friend there to facilitate service. When you are not part of the constituency, you need to find an individual who will be willing to help you through advice and guidance even if you are not sitting at the right table.

The first resource I want to mention is the State-Federal Vocational Rehabilitation System. There is one in every state, sometimes called Office of Vocational Rehabilitation, or Bureau of Vocational Rehabilitation; you'll find it listed in your phone book under state offices. These are people who know rehabilitation, who should know your community and the resources as well as anyone, and I think it's a very useful resource. In many ways you won't be part of their constituency; on the other hand, it won't hurt to give them a call and see if there is someone who will be able to help you with whatever problems you might have. My suggestion would be that you start with the supervisor; he or she should know the people in the office who might be willing and able to give you some help with the kinds of training programs that you might have.

Another possible resource that you might be able to use locally are the long-term training programs. For many years the Rehabilitation Services Administration (RSA) has supported programs that offer Masters, Doctoral, and Bachelor's degrees in rehabilitation counseling. Currently there are between eighty and a hundred such programs around the country. There is one in practically every state; many of the more populous states have several such programs. I am affiliated with such a program here at SUNY at Buffalo. You would probably get some help from the various faculty on these programs if you were to call up and speak to one or the other of the people there and tell them what your problem is. They might be able to help you directly; they might be able to refer you to someone; they might even be able to put on programs for you.

I would like to mention the Regional Rehabilitation Research Institute (RRRI), also supported by RSA. Again, they have people who are knowledgeable about rehabilitation. They are not supposed to do training; their primary emphasis is on research. However, they may have some of the person power, some of the people that may be willing to help you.

There are Research and Training (R&T) Centers funded by RSA around the country. There are 19 of them, 12 medically oriented, three concerned with

vocational rehabilitation, three concerned with mental retardation and one concerned with deafness. If there is one in your area, or if you are interested in training in a topic that one of them is concerned with, they may be worth contacting. They are in the business of training, so many of them have developed training materials relevant to their specific charge.

Finally, I want to tell you a little bit more detail about the RRCEPs, the Regional Rehabilitation Continuing Education Programs. We have one here in Buffalo at the University.

These RRCEPs were established a number of years ago for the purpose of coordinating, conducting and enhancing continuing education in rehabilitation in each of the regions. They were set up on a regional level so that they could be sensitive to local needs. There is a more or less informal national network of them that inter-connect with each other. Their prime constituency is the vocational rehabilitation program of the state agencies, both regular and blind, but they also have the opportunity for serving private agencies which are concerned with rehabilitation.

The ways in which RRCEPs are similar include: most have advisory committees, consumers of one sort or another, people from the state agencies and private agencies; most have done some training package development. Most have developed resource directories of one sort or another; most offer a variety of training packages. At C.E.P.R. 2, the one here in this region, one of the first things we did was develop what we call a TRD, a training resource directory. It's out of print now; we are going to be reprinting it soon. If you are in the region, I could send you a copy of it when it comes out.

We operated, initially at least, from the assumption that training is best when it takes place where people work. We didn't want training to be seen solely as something where people go away to workshops. We have since offered a number of workshops on placement, secretarial-counselor team training, goal planning in vocational rehabilitation, and others. We have also developed some of our own training packages, on end-stage renal disease, epilepsy and goal planning. If I may revert to a little bit of advice giving, don't start developing your own training packages unless you are prepared to spend a horrendous amount of time and money. Believe me, it will take much longer and will be much more painful than you think.

Workshop III — Organizations

The purpose of this workshop was to stress the importance of relating the goals of organizations for the handicapped to the needs of their constituents in higher education. At the same time, it offered the opportunity for other organized groups to appraise their own effectiveness in terms of like or similar goals.

Panelists pointed out that negative feelings towards handicapped students were often the product of lack of knowledge; effective organizations help to bridge the gap. While self-reliance for disabled persons is a goal to be striven for, cooperation between specialty groups and governmental units can be mutually beneficial. There are many well-intentioned persons in higher education who are anxious to comply with the law. All they need is the proper information.

Panelists at this workshop were: *Don Swift,* Alumnus of the Disabled Student Organization, University of Illinois at Urbana/Champaign, who described the genesis of one of the first such organizations; *Terrence O'Rourke,* President, American Coalition of Citizens with Disabilities, who showed how cooperation rather than competition can make a difference; *Eugene Lozano, Jr.,* President, American Council of the Blind of Sacramento Valley, California, and Immediate Past President, National Alliance of Blind Students, described the impact of a group representing one particular disability; and *Martha Redden,* Coordinator of Project HEATH (Higher Education and the Handicapped), the American Council on Education's information clearinghouse on post-secondary opportunities for disabled students, reviewed various coordinated approaches now available to resolve some of the problems confronting handicapped students on college and university campuses.

Don Swift, Alumnus
Disabled Student Organization
University of Illinois at Urbana/Champaign

Abstract:

In the fall of 1947, the first disabled student entered the University of Illinois Galesburg Division, a former Army hospital site. A group of 14 Galesburg students who came mostly from veterans' hospitals were organized in the fall of 1948 by Tim Nugent. More commonly known as DSO, this disabled student organization was incorporated in Illinois in 1949 as a not-for-profit organization under the title Delta Sigma Omicron. Student groups of this type should be encouraged to incorporate so that they may maintain control or title to property.

When the Galesburg Division was scheduled to be closed at the end of the 1949 school year by the State with no apparent alternatives for its handicapped students, DSO contacted all of the major higher education institutions in the country seeking their acceptance of the group. The responses were almost 100% negative. Two months before the Galesburg Division was to close, the University of Illinois decided to accept the rehabilitation program at its main campus in Urbana. Only a few buildings were accessible, classes were relocated, the disabled students were on trial, and there was an anti-handicapped feeling among the administration, deans, and directors, no doubt based on their lack of knowledge.

The original purposes of DSO were to promote the social and economic welfare of its members and other handicapped persons, to explore and encourage educational possibilities on a higher level for handicapped persons, to make known to disabled persons the opportunities that exist in higher education, to stimulate and to contribute to research which benefits disabled persons, and to act as an educational body for both handicapped persons and the public as to what can and should be done to procure for handicapped persons opportunities for normal education.

DSO sponsored the first national wheelchair basketball tournament which comprised six teams. From that came the National Wheelchair Basketball Association which now includes some 25 conferences and approximately 150 teams. Thousands of dollars have been raised for charitable and civic organizations by the disabled students sport programs. Tours are made of the country every year, demonstrating the sports aspects of the University of Illinois program, and publicizing educational opportunities there and elsewhere.

DSO sponsors a publication, Sigma Signs, *which is student produced (with the assistance of alumni) and distributed worldwide to publicize educational opportunities and provide information on medical research.* Spokesman *is a more current publication which monthly provides information as to what's happening on the campuses.*

Presentation:

I am here this morning to talk to you relative to the disabled students' organization at the University of Illinois. We are also incorporated under the title Delta Sigma Omicron, and as we more commonly refer to ourselves, DSO. So when I make reference to DSO hereafter, I am referring to the Disabled Students' Organization. Our organization goes back a number of years to shortly after World War II, when the University of Illinois opened a division in Galesburg, Illinois, taking over a site which was formerly an army hospital. The site and the physical plant were ideal for anyone with a handicap because I don't believe there was a step anywhere in the hospital that I am aware of, which made it ideal for anyone, particularly in a wheelchair.

The first disabled student entered the Galesburg division in the fall of 1947. I came along in the fall of 1948 together with several other handicapped individuals. Many of us came from veterans hospitals located in Chicago and we were interested in pursuing our educational goals. Many of us had some college prior to service and wanted to enter and complete our educational requirements thereafter. Shortly after the fall of 1948, we were in an organized group, although not necessarily the group as it was to become. In December of 1948, a man was brought in who headed the rehabilitation program at the Galesburg division. I am sure the name is familiar to many if not all of you, and I am referring, of course, to Tim Nugent. Tim organized a group of about 14 students including approximately 7 students in wheelchairs, one of whom was a co-ed. We had a number of amputees, one person with a heart condition and this was the nucleus of DSO as it started.

In the spring of 1949, the University, at the request of the State of Illinois, was asked to give up the Galesburg Division. The state, apparently, had a greater need for the site and the location than did the university. It was opened, of

course, originally, to take care of the influx of students who were coming back after the second World War. We were, probably, the first or certainly one of the first groups to demonstrate in support of a theory, if you wish, in support of higher education. We organized a motorcade to Springfield, the capitol, to see the governor. I am not sure if it is important to define who the governor was at that particular point, but he ran unsuccessfully for President on a couple of occasions.

On the basis of that protest march, if you will, the State of Illinois indicated it would do nothing in terms of continuing the campus at Galesburg. It was already fore-ordained that the campus was to be eliminated at the end of that school year in 1949. The efforts that we expended in Springfield were successful to a degree, however, in that the state did indicate that they would investigate other alternatives. Simultaneous to this we also wrote to all of the major universities and colleges in the country asking them three questions: (1) if they would be interested in undertaking a project and absorbing a program such as we had started on that particular campus or at that particular school; (2) whether or not these schools would be interested in taking individual students, if they felt that they were physically equipped to take individual students; and (3) if the response to the first two questions was yes, what type of curricula would be offered at that particular institution.

I regret to say that the response we received was about 98% negative. I dare say that much of the response was based on the physical condition of the campus, and we specifically indicated the need for accessibility for wheelchairs. We were sort of an independent group; we were not interested in having attendants; we wanted to do it on our own and this may have turned off some of the campuses.

About two months before the Galesburg campus was to close, the main campus of the University of Illinois located at Urbana/Champaign decided that they would absorb the program in its entirety. At that time there were only about four buildings that were accessible to wheelchairs, so there had to be some changes made. Obviously, classes had to be relocated from one building to another. We were on trial; there is no question about it because the administration at the university as well as some of the deans and the directors were against the program.

I think their "anti" feeling without a doubt was based on their lack of knowledge of handicapped individuals. For example, the dean of the college to which we were assigned during our initial arrival at Urbana/Champaign absolutely refused to shake hands with anyone in a wheelchair. That shows you the thinking that existed in the late 1940's. Subsequent to the move to Champaign/Urbana, DSO became incorporated in the State of Illinois under the non-profit laws. The primary reason for this, and I would certainly encourage any group of this type to consider the same approach we had, was necessary in order to hold property. Under university policy, a student group may not maintain control or title to property; during the time we were at Galesburg, we had accumulated wheelchairs, and things of this nature that we obviously wanted to take with us to Champaign/Urbana.

We are still incorporated under the State of Illinois not-for-profit laws, some thirty years later. During our stay at Galesburg, I think we did accomplish a great deal. DSO sponsored the first national wheelchair basketball tournament, which

comprised six teams generally from the mid-West, but not from an immediate radius as it were at Galesburg. From that first wheelchair basketball tournament came the National Wheelchair Basketball Association. Still in existence, it has now expanded to include some 25 conferences and I would say in the neighborhood of probably 150 teams, country-wide. There are no limitations as to where the teams are located. They are all over. Some of these teams, as a matter of fact, and the programs associated therewith, have been sponsored by graduates from the University of Illinois.

I might take a moment just to indicate the purposes of DSO as they were put into effect in April of 1949, when we actually became incorporated. The first was to promote the social and economic welfare of the members of Delta Sigma Omicron and all handicapped people everywhere. Secondly, to explore, encourage and promote educational responsibilities and possibilities on a higher level for disabled people and to promote all phases of their school life. Also, to make known the opportunities and possibilities that exist through the media of higher education to disabled persons throughout the country, and to investigate jobs, recreational and social opportunities for members and all other disabled people everywhere. In addition, we hoped to stimulate research and actively contribute to research, to the benefit of all disabled people everywhere. And lastly, to act as an educational body for both handicapped and public alike, as to what can and should be done for the handicapped in procuring for them the opportunities for normal education.

I believe that Delta Sigma Omicron has a number of other achievements. There are those who say perhaps that the sports program at the university is somewhat excessive, that it has a tendency to over-rule all other phases of the program. I personally believe this is not the case. Through the sports program we have raised literally thousands of dollars for charitable and civic organizations. Through our sports program we tour the country each year. We give demonstrations, not only in terms of the sports themselves, but also the other aspects of our program. We publicize the educational opportunities at the university and of course other campuses wherever such a program may exist. I think through this publicity which is gained through the sports activity, we accomplish a great deal more than just the individual participation in sports themselves.

Participation, I might add, is optional. We encourage it for the good that it does the individual student, but we don't demand it, and we don't require it. Now I know the younger students coming through the program probably feel that perhaps participation in the rehabilitation program has approached a dictatorial state. Again, I don't happen to agree with that philosophy. But there are many people who believe that because of the program we have (and I would say in all honesty, through the dedication of one individual in particular), that that may be a condition that causes many of our students to have to withdraw because they feel there is a dictatorial approach. Students at the university actually are free to do whatever they wish, whenever they may wish to do it; join any group, fraternity, sorority, or anything they may wish to do. The program is there merely for them to participate in, and benefit from, gain recognition from, if you wish, and anything that gives them a well-rounded student program.

The student organization, DSO, sponsors a publication every year which is called *Sigma Signs*. It outlines some of the happenings during the past year, programs which have been developed. It is a publication which has worldwide cir-

culation. I have some copies here that you are welcome to look at after the presentation if you want. It might help you somewhat in terms of presentations of that type which you might want yourself. This is put together primarily by students. The alumni as it were, offer guidance and things of that nature, but it is essentially a student publication. And I frankly think it's a darn good one. It does a great deal to publicize educational opportunities in general, research work which might be carried on in terms of various and sundry types of medical disabilities and things of this nature.

The student group also has a monthly publication which is available for distribution on campus and the colleges. *Spokesman* is a more current publication and primarily just a news item as it were in terms of providing what's going on on the campus. I am not sure—I probably have used quite a bit of my time. I would like to leave you with one final comment, however, and that's the Delta Sigma Omicron motto. I think it's very effective; you may have heard it before and may have seen it in some of our publications, but it's to exercise our abilities to a maximum, so as to minimize our disabilities, that we may live more and serve best!

Terrence O'Rourke
President
American Coalition of Citizens with Disabilities

Abstract:

A brief history of ACCD (American Coalition of Citizens with Disabilities) illustrates how relationships develop among disabled persons who are oriented towards advocacy efforts. The ACCD is a good example of how a council should function. Leaders of similar organizations have sometimes failed to understand the meaning of a council, suggesting activities for councils that are actually the functions of one of the organizational members. Councils should only assume responsibility for projects that they agree individual organizational members cannot or do not want to do.

Another problem peculiar to organizations of councils deals with the fact of the "haves" (larger groups with power and money) gaining control over or being controlled by the "have nots" (the groups who had neither national offices or paid staff). When one group gains control, other groups feel their needs are not being met. "Have nots" lose interest when the "haves" have authority and are in power, and the "haves" no longer wish to contribute money and resources when the "have nots" gain control. Some of these problems have been prevented from happening in the ACCD.

At the end of the 1974 meeting of the President's Committee on the Employment of the Handicapped, in Washington, D.C., about 150 persons got together to discuss a concern primary to them all — passage of the Rehabilitation Act. Through their discussions of how they could do something about the twice-vetoed congressional act, the ACCD was established. Seven million people are represented through ACCD's 85 member organizations, and there are about 22 state coalitions now being organized. ACCD is thus a representative body maintained by a voting structure. In addition, there are many disabled people below the poverty level who are not active in the coalition movement, and ACCD wants

to make itself more accessible to these persons. As a large group, ACCD is politically strong and can have a positive influence on Congress. But actual implementation of Federal legislation takes place at the state level. Until there is more organization at the state level, setbacks will occur as with the Davis case whereby the attorney generals of 38 states filed briefs in support of Southeastern Community College.*

Having disabled persons represent themselves is the ultimate objective. The disabled community began to come together in promoting the Rehabilitation Act. They testified to Congress during drafting of the Act. They were concerned at the first veto of the Act and angered at the second. Disabled persons do not automatically understand the problems of other disabled groups, and these two vetoes helped to establish communication between the various disability groups. As these groups increased their communication with each other, they became more aware of their similarities. Communication is vital and once established it facilitates the development of effective courses of action. Disabled persons will become more responsible for their destinies as communication increases and as they become an active part of the political process.

Presentation:

I have been involved with national organizations for the past eleven or twelve years, and when I travel, funny things often happen to me. Once, for example, I was travelling from Akron, Ohio, to Chicago, maybe ten years ago. At that time, I was directing a federal grant project so I travelled on federal money. For that reason, I didn't travel first-class as I do now. I travelled coach, and had my usual coach seat on the plane next to two older women, both of them approaching seventy, I think. It must be my Irish luck. Before we took off, the lady in the middle started talking to me. I didn't understand her, so I said to her, "I'm sorry, I can't hear you, I'm deaf." And I looked out the window. When we got in the air, the old lady tapped me on the shoulder. She was holding a rosary in her hand. She said, "I'm praying for you." I said, "That's nice, lady, thank you." I looked out the window again; I was a little embarrassed. Presently, the stewardess came and asked me if I would like a cocktail before lunch. I thought there would be something sacreligious about ordering my usual Manhattan on the Rocks with that old lady sitting there praying for me, so I decided to order 7-Up. Presently, the stewardess brought me my 7-Up and then she brought the old ladies their drinks. You guessed it, Manhattans on the Rocks. I was sure then that there was a lesson in there somewhere, and I thought and thought about it. Later I realized what the lesson was: this shows the difference between sympathy and empathy. You see, I didn't have enough empathy for those old ladies.

One other time I was visiting the St. Paul Technical/Vocational Institute in St. Paul, Minnesota. They have a program for deaf students and the director of that program is a personal friend of mine. He told me to have someone call him in the morning when I was ready and he would come to my motel and pick me up and take me to the school. So I got up, had breakfast and then went up to the girl at the front desk. I explained that I was deaf and had written a very brief message which I handed to her. It contained the man's name, his phone number, and a

*Reference to this case, which occurred subsequent to this conference, was added by the Editor.

brief message: "I am ready." So, apparently, the girl understood that I was deaf because she wrote back an answer. Do you know what she said? "I'm sorry, sir, but you must use the pay phone in the lobby."

Suddenly I realized that many people do not understand one basic fact about deafness: that deaf people can't hear. Once you understand that, I think everything else falls into place, but I think basically you have to understand that one simple fact. Starting about ten years ago, I went back to basics to make people understand some of the simple facts about disabled people: understanding that deaf people can't hear, blind people can't see, and people in a wheelchair can't go up steps. These are basic things that are important for people to understand. But anyhow, I'm not really a stand-up comedian. I'm here really to talk about relationships among people who are disabled and also about the ACCD, American Coalition of Citizens with Disabilities, because I feel that perhaps a little bit of history related to the ACCD will help you to understand some of the problems, as well as some of the goals, of a coalition of disabled people. I was personally involved with another, similar type of organization ten years ago (a lot happened ten years ago). Ten years ago, there was a Council of Organizations Serving the Deaf. The group is now defunct, and one of the problems related to the organization, which was supposed to be a council composed of different consumer and professional organizations serving deaf people, was that people in the leadership failed to understand the meaning of a council, how a council is supposed to function. The group who served on the Board began to look on themselves as the council, although each member represented an individual organization. Many of them would suggest things for the council to do which was actually the function of one of the organizational members. Then the organizational member would become angry and ask, "Why are you doing our job? We didn't ask you to butt into our business." This created problems. A council should never do anything that one of the organizational members wants to do; it should only assume projects that the group agrees individual organizational members can't or don't want to do and thus are asking the council to please do it for them. They are saying, "We don't have the resources to do this individually, so why don't we make this a project of the council, and let the council assume responsibility for doing it." When the council began assuming the roles of individual organizations and taking over activities that were to be the sole purpose for individual organizational members, then problems were created with those member organizations. That's what I learned from my work with the council, which perhaps has helped in developing the concept of the ACCD — it acts more like a council or, better yet, as a council *should* function.

Now the ACCD has about 85 member organizations. There are national organizations like the Paralyzed Veterans of America, the National Association of the Deaf, the National Spinal Cord Injury Foundation, and the American Council of the Blind. Active members represent different national decision-making groups. Then we also have state coalitions. I believe we have seven or eight organized state coalitions at present. We had only three organized coalitions when we started three years ago. There are about 22 state coalitions now being organized including those mentioned above. We also have local organizations that are members of the ACCD, and annually we have a delegate council assembly meeting with delegates from the different member organizations. The vote is established so that national organizations have ten votes, state coalitions

have three, and individual members have one. By acting together, the delegates have a potential of about 300 votes, with 150 going to the national organizations and another 150 going to the state and local organizations. So we have a good balance of power; that is, if you can get all the national organizations to vote together, you might have them in control. But it's not as simple as the vote. Or, if you could get all of the state and local organizations to vote as a bloc, they might gain control; but it's not as simple as that either. It's a very representative group. Because of the way the voting is structured, it's very difficult for any group to gain control, which is a good thing in such a group or council. If one group starts to gain control, the other group feels that their needs aren't being met. Then you may have groups that "have" and many groups that "don't have." If all the "haves" get control and the "have nots" have no authority, they lose interest; and if the "have nots" gain control, the "have" groups no longer wish to contribute money and resources.

That happened with the Council ten years ago. Some of the larger organizations with power and money found that there were more "have not" groups without power or money but with the voting strength to take over power. Some groups like the National Association of Speech and Hearing Agencies and Alexander Graham Bell Association resigned from the Council because other groups that had neither national offices nor paid staffs were making all the decisions. These "have nots" were telling the groups with money how they should spend their money.

Those were some of the problems which we have prevented from happening in the ACCD. In a group like ours, you are bound to have people from different socio-economic levels. Last night, someone mentioned the need for a coalition only for people at the poverty level, and we realize that this is a problem. There are many, many disabled people below the poverty level who are not active in the coalition movement. However, the need is to multiply rather than divide. We must make the Coalition more accessible to disabled people whose income is below the poverty level.

Two and a half years ago, when we had the national demonstration in April, 1977, I led a group that visited the former secretary of the Department of Health, Education and Welfare, Joe Califano. It became obvious that there's a vast difference between the disabled community in California, for example, and the disabled community in Washington. In Washington, it was difficult to get disabled people to give up even one day for that demonstration. Many disabled people in Washington work for the government and often at a level of pay that exceeds $25,000 a year, so that they're not exactly at the poverty level. Some of them even make $35,000 or $45,000 a year and, because the demonstration was against the government, they couldn't or wouldn't participate. On the other hand, in California, the group stayed for almost a month in the Federal Building; but, in California, there are a lot of disabled people on SSDI. They don't have to get up and go to work the next day. So it was easier to organize people there, for they had time for the activity. But you could quickly see the differences you have within the ACCD.

The decision to hold the national demonstration was made by the ACCD Board. We had people who did not want to participate, who were afraid of the whole concept; at the other extreme we had people who wanted to blow up the White House. When you have people who are very radical at one end of the spec-

trum and people who are very conservative at the other end trying to agree on something, it is not easy. The main thing is that the coalition has worked in spite of these differences.

I can remember back to 1973, when people in the disabled community began to come together. I have to give some credit to RSA (Rehabilitation Services Administration). They unwittingly brought together the disabled community. When they drafted the Rehabilitation Act of 1973 and planned for testimony on the Rehabilitation Act in Congress, for the first time they started to select individuals from different disabled groups and also from professional groups to testify. The National Rehabilitation Association (NRA) had a panel of five individuals testifying before Congress on the Rehabilitation Act. I was one of the individuals who testified for the NRA; but they also had individuals from the National Association of the Deaf, the American Council of the Blind, the Paralyzed Veterans of America; and leaders in these groups for the first time sat down and listened to each other. Essentially, all of the different groups were saying the same thing about the benefits of the Rehabilitation Act. It was important to all of the people and groups for the same reasons. Leaders of disabled groups had always thought that the differences were greater than the similarities among their groups; but when the leadership sat down and listened to other leaders they found that they shared many common goals. Thus they began a dialogue, they began to communicate with each other in pushing for the Rehabilitation Act. But if there was anyone we should thank for bringing the disabled community together, it is Richard Nixon. I think that perhaps the ACCD should have given him an award, because it was Mr. Nixon, through his veto of the Rehabilitation Act, not once, but twice, that brought the disabled community together. The disabled community began to come together in promoting the Rehabilitation Act. They became concerned when the veto happened. When the second veto occurred, they became angry, and there's nothing like a little anger to get people moving.

The vetoes helped to establish inter-disability-group communication. Then, after the 1974 meeting of the President's Committee on Employment of the Handicapped, about 150 individuals got together. Their primary concern was the passage of the Rehabilitation Act. Through their discussion on how they could do something, the ACCD was established.

The ACCD represents 7 million people through its member organizations. When you add up the total membership of all the groups, you have a very large group; and, therefore, one that is politically strong. It is now possible for us to pick up the phone and get through to the White House. It's possible for us to get in to see Congress.

When I became President of this organization, one of my stated goals was that we would develop more state organizations. It is important to get people organized at the state level, as an active political entity. While it is possible for a national organization to lobby for legislation in Washington and to have positive influence on the Congress, the actual implementation of such legislation takes place at the state level. The recent Davis decision, considered by some to be a setback to the disabled community, is a case in point. The Attorney Generals of 38 states filed briefs in support of Southeastern Community College. If we had been adequately organized at the state level, this may never have happened. Until we do have people organized at the state level, we are bound to have more set-

backs like the Davis decision.

I think our ultimate objective would be having disabled people representing themselves. To me, that's the real meaning of the word mainstreaming, when disabled people themselves are responsible for their own destinies by becoming involved. When they become an active part of the political process, when they themselves represent their groups; then I think we have achieved that goal. But right now, that should be an objective for every group.

There's one more thing I would like to mention that involves bringing together different groups. It's not any easier for disabled people to understand other disabled people and be sensitive to their needs than it is for able-bodied people to understand the needs of the disabled. Disabled people don't automatically understand the problems of other disabled groups. I can remember when I first became involved in the movement, there were many things that I didn't know about people in wheelchairs or blind individuals. At the first meetings, four years ago, any time there was a break, you would find deaf people over in one corner, blind people in another corner, people in wheelchairs out in the hall, and other people over in that corner. Gradually the groups started to communicate, and I think what happened is the same thing that happens when you learn a second language; once you learn another person's language you begin to realize how similar that person is, not how different that person is. When you don't know his language, you notice the differences, not the similarities. Once you start speaking his language, you find all the similarities and start overlooking the differences. So I think it is important that we begin to speak each other's languages. Once we can do this, then we are on our way to becoming effective, because communication is vital. Once that communication is established, then you are on the road to developing an effective course of action.

Recommended Highlights:

- need for representation of all groups/organizations
- need for balance of power from within organization due to the different political persuasions from constituencies
- need for trust — without it communication cannot be established
- need to focus on similarities not differences
- first goal of a coalition: "Have to agree to agree."

Eugene Lozano, Jr., President
American Council of the Blind of Sacramento Valley
and
Immediate Past President,
National Alliance of Blind Students

Abstract:

Groups such as the American Council of the Blind and the National Alliance of Blind Students have made vital contributions to the advancement of the blind as well as of the disabled in this country. Generally, organizations oriented around one disability allow members that share that disability to focus upon their common problems. In these groups interaction is facilitated, members exchange

ideas and learn from each other, and demonstrations are made to the outside world of the strengths and accomplishments of the members of the organizations. In this context the newly disabled are shown by the groups that a disability does not necessarily mean a life of helplessness and dependence.

The advocacy tasks of organizations for the blind and disabled are: to maintain services so that what has been achieved in the past will not be lost through neglect; to serve as advisors and overseers of service providers to insure quality and relevancy in their programs; and to maintain contact with governmental agencies in order to meet the needs of disabled persons.

Too many decisions concerning the blind have been made by governmental and private agencies without consulting with those who would be most affected. In an effort to change this condition and in recognition of a need for a national organization of the blind that would foster independence and self-reliance, the American Council of the Blind, ACB, was formed in Kansas City in 1965. The Council's responsibilities are: to provide information, e.g., through its official publication, Braille Forum, *and political advocacy. ACB is pushing for inclusion of handicapped citizens in Title VII, Civil Rights Act of 1964, and in conjunction with ACCD the Council has helped to shape the regulations of the Rehabilitation Act of 1973 as amended. It is now providing informational services and advocacy to insure compliance with this legislation. ACB has founded groups which are addressing the particular concerns of blind students, blind persons who use guide dogs, blind veterans, and others. Its reputation for integrity has gained an ACB member a seat on the 15 member executive committee of the Leadership Conference on Civil Rights.*

The National Alliance of Blind Students was originally a sub-group of ACB. Through its publication, the Student Advocate, *and by other means, NAB disseminates information nationwide of concern to blind students and is now a full-fledged affiliate of ACB proving that persons with similar disabilities should group together for common problem-solving purposes.*

Presentation:

I have been asked to address the subject of the effectiveness of groups representing one particular disability. As the Immediate Past President of the National and California Alliance of Blind Students, and the current President of the American Council of the Blind of Sacramento Valley, I have witnessed the workings of organizations of the blind from an insider's viewpoint. I feel that such groups have made vital contributions to the advancement of the blind as well as of the disabled in the country. The foundation of organizations oriented toward disabilities allows people that share that disability to focus upon their common problems. In the course of this focus, inter-reaction is facilitated so that members can exchange ideas and learn from one another.

Many of the problems in discussing such an exchange are unique to one disability. However, others may be shared with other disabled groups; in which case coalitions may be formed to deal with common problems such as the American Coalition of Citizens with Disabilities, ACCD. But the scope of these coalitions is somewhat wide. Some of the most vital problems of the disabled, such as employment and civil rights, are dealt with through such diverse groups. Each group will encounter its own unique pitfalls and find its own unique solutions.

Another purpose which is served by organizations centered around a specific disability is to demonstrate to the outside world the strength and accomplishments of members of the organization. In this context, such groups can also help the newly disabled by showing them that a disability does not mean a life of helplessness and dependence. The motto upon which the American Council of the Blind, ACB, was founded back in 1961 was "Service, not serve us." The charter members of this organization desired to help themselves and others, and not to wait for the help of others. We desire an active voice in our destiny, not a passive one.

On the subject of action, the task of organizations of the blind and disabled are threefold. The first: we must work to maintain, or better, currently existing services from their present level. This aspect of advocacy is often ignored, because it is not as dramatic as new legislation, yet it is important to keep up with the standards of existing provisions, lest we lose through neglect what we have struggled for in the past.

A second area that groups should be working in (such as the American Council for the Blind), is overseeing and overseers. Working with the service providers, as an advisor and also as watchdogs, to be certain that the providers are needed, that they offer quality, and that one special interest group does not have a monopolizing control over that service provider who might be determining who should receive services and what services they should receive. A third area of advocacy we must maintain is contact with governmental agencies, to adapt to the changing conditions in government, in society, and in the special needs of specific disabilities. In this regard it is very important to maintain the checks and balances amongst the special interest groups within each disability.

Last summer another organization of the blind staged a protest over the issue of the privilege of their keeping a solid cane on United Airline flights. The attention they received has detracted from the image of the blind in general without substantially addressing the real needs the blind have. True progress will come only through cooperative evaluation of the needs of a specific disability, followed up with appropriate action to meet these needs. It must also be kept in mind that it is important to exhaust normal channels for solving problems of disability.

The National Alliance of Blind Students was originally a sub-group of the American Council of the Blind and it later became a full affiliate. Sub-groups are rather important. We have other groups such as the blind veterans, the guide dog users, and some groups which have been founded by the American Council of the Blind to help them facilitate progress by encouraging the development of new expertise in the areas of special problems of the special interest groups. A student group such as the National Alliance of Blind Students can disseminate information of concern and interest to blind students nationwide. It can report the accomplishments of blind students breaking down barriers and stereotypes such as that of the impossible major for blind students to pursue, and demonstrating which colleges and universities can comply and make themselves equally accessible to the blind. The growth of the National Alliance of Blind Students into a full-fledged affiliate of the American Council of the Blind gives proof that such a group fills a need for a more specific problem-solving group than even the American Council can offer at this time.

After having talked in a general way of some of the potentials of

organizations centered around a specific disability, I would like to illustrate some of the actual ways in which the benefits operate with examples from ACB and NABS. But first I would like to give you a brief history of ACB. ACB was founded in Kansas City, Missouri in 1965 by approximately 100 blind persons. They represented 21 states as well as the District of Columbia. The charter members felt that there needed to be a national organization of the blind that would foster independence and self-reliance amongst the blind. Previously, too many decisions concerning the blind have been made by governmental and private agencies without necessarily consulting with those individuals who would be affected by the outcome of such decisions. The American Council of the Blind from its inception has held that ideas should flow from the membership to the board rather than from the organizations' officers downwards. Another central tenet of this group is a concern for the human rights of all people. ACB actively works to promote the rights of other disabled organizations and will refuse to win any concessions at the expense of other people. The National Alliance of Blind Students has also been active in this area.

The American Council of the Blind is the only national organization of the blind that as a member has been actively involved in coalitions of the blind and disabled. ACB was one of the founding organizations of the Affiliated Leadership League of the Blind of America and the American Coalition of Citizens with Disabilities. It is a member of the Leadership Conference on Civil Rights which includes non-disabled as well as disabled individuals. As a matter of fact, the accomplishments of ACB over the last 18 years has led to its solid reputation for integrity. As a result of this, one of its members has been placed on the 15-member executive committee of the Leadership Conference on Civil Rights. The Council's responsibilities are many: providing information services to its members, keeping them aware of new ideas, services, and the issues within the disabled and blind communities. The *Braille Forum,* the official publication of ACB, also keeps its leadership in touch with new developments in the areas of advocacy, education, technology, and the needs of specific disabilities. Currently, ACB is actively involved in pushing for Senate Bill 446, which will amend Title VII of the Civil Rights Act of 1964, to include handicap information.

In conjunction with ACCD, ACB has helped to shape and enforce the regulations of the Rehabilitation Act of 1973 and currently is providing informational services and advocacy to ensure the compliance with this legislation. The case of Mr. Gerbert illustrates the attempt of ACB at being involved in civil rights legislation. Mr. Gerbert was hired as a miscellaneous worker for a tobacco company, Phillip Morris, but subsequently his employment was terminated when it was learned that he was visually impaired. ACB helped him prepare and eventually win his law suit which reinstated him in his position in accordance with Section 503. His case may prove to be a landmark case whose position will affect the outcome of other cases whose right to work are in the provisions of 503.

In this and other similar cases, ACB put this aim into practice by encouraging judicial resources to define the boundaries of legislation, mandating equal protection for the disabled. The National Alliance of Blind Students has also been active in advocacy for the cause of the blind and other disabled specifically in the area of education. NAB disseminates information to blind students nationwide through its newsletter, the *Student Advocate,* and also

right now we are waiting to hear on funding possibilities for a handbook, which would be a Survival Skills guide for blind college students. We have been working on that in conjunction with the American Foundation for the Blind. ACB and NABS are also providing input on the needs of students in regards to civil rights legislation to the legislature. Also it acts as a resource contact for blind college students around the country, where it allows them to share information and ideas on equipment and how to cope with the various aspects of their educational environment. NABS has also helped some students who have had some difficulties, such as Section 504 problems, and has been able to assist them by preventing the situation going as far as filing law suits.

In conclusion, I feel that the government can and should play a vital role in assisting such groups as ACB and NABS. While both ACB and NABS believe very strongly in self-reliance for blind and other disabled individuals, cooperation with speciality groups and government can prove to be mutually beneficial. Too often, governmental assistance is seen in terms of government subsidies. An oversimplification of this nature can lead to omitting some of the important contributions government can make in dealing with the issues of civil rights. One of the major areas that government can contribute to in assisting disabled citizens is setting forth more clear and concise sets of standards, regulations, and guidelines, such as in the case of the implications of the Rehabilitation Act of 1973.

Presently, there are people who wish to comply. There may be confusion over the concrete aspect of what exactly constitutes compliance, consultation and technical knowledge, but positiveness on the part of our governmental representatives and agencies, I feel, could bring about greater assistance and speed up compliance to the Rehabilitation Act of 1973. Another opportunity for government in taking positive steps to assist the disabled and blind in obtaining their human rights lies in becoming an example to which the private sector can look in such situations as hiring and reasonable accommodation. At the present time, the Civil Service Commission itself and other federal agencies are some of the greatest discriminators against the disabled and blind in the areas of hiring and promoting people. While they are practicing this discrimination, they are passing legislation prohibiting discrimination by the private sector which seems to prove that ethical gaps exist. The government should set itself up as an example which would then be followed by the private sector which would then be more willing to comply with such legislation as the Rehabilitation Act of 1973. I have not brought any brochures with me but if anyone is interested in receiving material regarding the American Council of the Blind, if you give me your address, I will arrange for some materials to be sent directly to you.

Dr. Martha Ross Redden
Coordinator
Project HEATH
American Council on Education

Abstract:

Dr. Martha Redden maintains that it is better to work through existing organizations and institutions to mainstream handicapped persons and illustrates how this may be done effectively by what has happened with the

American Association for the Advancement of Science (AAAS) and the American Council on Education (ACE). She refers to a large number of useful publications and specifies the source from which each is available. Except for special help and technical advice, she says, it is more effective to work toward having an organization assimilate its responsibilities for the handicapped under Section 504 in its own objectives and activities rather than setting up a separate and special set of services.

Presentation:

I want to talk with you this morning about making the system work for you. Much of what I have heard at this conference makes me think that we still have a lot to learn about effective strategy in making things happen for disabled people on university campuses.

I would like to describe briefly how, with the help and guidance of a group of disabled people, we have made a significant impact on two large Washington organizations that are very powerful through their system of national outreach to the science community and the higher education community. In those systems there are now people and organizations who are as outspoken on behalf of handicapped individuals as I am. I want to share our experience for two reasons: some of the products of our efforts may be useful to you in your work; and, perhaps more important, some of the principles of effecting change in the existing power structure may apply to your advocacy efforts on campus.

There are advantages to working through, rather than against, an existing powerful organizational structure. Most obvious is the resistance factor: the odds for successful change are greater if the momentum for change is built from within a system, than if change is seen only as a confrontation from the outside. Existing power structures have other advantages, including:

- an established sphere of influence (respected peer pressure);
- economical channels for getting the word out (existing publications, meetings, etc.); and
- a permanent structure for ongoing effort past the duration of a single project.

Two examples of organizational intervention for handicapped advocacy follow.

American Association for the Advancement of Science: Project on the Handicapped in Science

The American Association for the Advancement of Science (AAAS) is the largest general scientific organization in the United States, with 130,000 members and 280 affiliate societies covering the entire spectrum of science and technology. Those 280 affiliate societies and the AAAS make up 7,000,000 people who are scientists and lay people interested in science. So it's likely that most of the science professionals on your campus are members of AAAS and/or an affiliate group.

Intervention: The AAAS Project on the Handicapped in Science began from the impulses of a deaf biologist who works at the Miles Laboratories in Indiana. He happens to live in Congressman John Brademas' district, and right after the Rehabilitation Act of 1973 was signed into law, this deaf biologist wrote to the AAAS and said, "My Congressman, John Brademas, just got a law passed in Washington that says that handicapped people have rights. What is my association doing about that?" I hope that small action can be a challenge to everybody here today, because there is no question in my mind that what has happened at AAAS and a lot of what's happening in the major higher education associations in Washington can be traced back to that one person. He had enough confidence in himself or his association or whatever, to say, "What are you going to do about it, folks?"

That's what I would like to challenge you to do when you go back to your university. Because if you can change the people that hold the power in your university, you can do more than you can ever do in any organization that tries to fight them.

Project Activities: I won't go into detail about the project which grew from that impetus, but I will highlight four publications which may be of interest to you:

• A RESOURCE DIRECTORY OF HANDICAPPED STUDENTS—When the AAAS Project on the Handicapped in Science began, we asked disabled scientists to identify themselves to the AAAS in order that we could know what barriers these people had faced in getting their education and their jobs in science. From what those people told us, we built the program. That resource group now numbers over 1,000 people and in the last year we published a directory of disabled scientists. These professionals from all across the country have obviously made it through college and they can provide valuable insights to your campus planning. Many of these people are very powerful at their universities. They have been and can be very helpful to you.

• SCIENCE FOR HANDICAPPED STUDENTS IN HIGHER EDUCATION—This publication reports results of a conference of disabled scientists, disabled science students, and able-bodied faculty selected because they were also editors of journals, heads of departments, or presidents of scientific organizations. The group met to identify barriers and solutions for each identified.

• ACCESS TO SCIENCE—This newsletter highlighting the lives and activities of disabled scientists, career goals, resources and technical information, was published in 1977-78 to establish a communication network in the science community on behalf of disabled students. Four issues of the newsletter have been produced and sent to educational facilities, disabled students and scientists, and consumer organizations. We expect to resume publication during 1980.

• BARRIER-FREE MEETINGS: A GUIDE FOR PROFESSIONAL ASSOCIATIONS—Published in 1976 as a step-by-step system for achieving access at professional meetings, this publication is in its third printing and continues to be in great demand.

More information on the activities of the AAAS Project on the Handicapped in Science is available in the brochure I brought with me, or from the Project Office at AAAS, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (202) 467-4497.

Organizational Change: Perhaps as important as the Project activities is the effect the Project has had on the organization's awareness of handicapped concerns, and the national dissemination of this new perspective to AAAS members. As I mentioned earlier, advocates have a way of emerging in surprising places.

Recently while I was away, I talked to my office one day and was told that a memo had come around from AAAS administration saying that no more meetings may be held in inaccessible places by anyone affiliated with or hired by the AAAS. The staff member I was talking with had just gotten the memo, and she started laughing and said, "I raised my eyes from reading the memo and there were five people outside the door who had planned meetings and had come to find out if they were accessible." That may not sound like a very big commitment to you, but for months there has been a group trying to get Califano to sign such a memo, and as far as I know it has not been signed. People at HEW know that they shouldn't have meetings in inaccessible places, but the commitment to stop having meetings in those places has been slow to come.

One interesting result of that memo was our trip to inspect the Mayflower Hotel in Washington where an AAAS meeting had been planned. We went to the Hotel to see if it was accessible and discovered one big problem: the ballroom is down two sets of stairs. So for that meeting there is going to be the longest interior ramp in the history of the world! It's going to go from one corner of the ballroom all the way across in order for it to be accessible. But the interesting thing about it is that the people who have built it said, "It'll be OK; we'll just intersect the meeting." So you see that you can make advocates out of people that had never given all this much thought.

AAAS and its affiliate society publications have served as an effective voice for the cause. Without any trouble at all, we've gotten an article in the *Biology Teacher* telling about successful disabled people—deaf, blind and orthopedically handicapped—and how they cope. There have been three articles in *Chemistry Technology* that goes to every chemist. We are working now with the association of engineers. We know that everyone that graduates from college with a BA in engineering gets a job, and there are 40% more jobs this year than there were last year. The engineers are very anxious to assist, and they are putting information in their bulletin. *Science Magazine* carries handicapped-related articles about four or five times a year. One hundred fifty thousand copies of this go to individual people, and every library and science department in the country gets a copy. It had a very strong article on 504 regulations just last month after the AAAS had filed an Amicus brief in support of Ms. Frances Davis. Actually this stand brought AAAS out against most of the states and the universities in the country, saying that handicapped people can and do get an education and they cannot be discriminated against on the basis of preconceived notions on disability. AAAS joined with many handicapped groups as the only group outside the handicapped community in filing this brief.

American Council on Education: Project on Higher Education and the Handicapped

The other "power structure" I would like to describe to you is the American Council on Education (ACE). This organization composed of national and regional educational associations and institutions of higher education is the nation's major coordinating body in higher education. It also represents the voice of higher education to Congress. ACE's affiliate groups represent a wide range of professionals in higher education—from presidents to business officers to personnel directors to professors—as well as different kinds of institutions, such as junior colleges and state universities. ACE is a very influential organization, both within the higher education community and on Capitol Hill.

Intervention: In 1976 when the 504 regulations were published for review and comment, an ACE lawyer wrote a reply which said basically that higher education had really done quite a good job by handicapped people, that there really wasn't a problem, and that the best way to solve the problem of disabled people was to have consortia: a few regionally located colleges and universities where all handicapped people would go. This immediately made a lot of people in the AAAS Resource Group angry because they thought handicapped people, like everyone else, ought to be able to go to college wherever they wanted to go. So they asked me to have the head of the AAAS see if he couldn't do something about this letter.

The Executive Director of AAAS wrote to ACE's President, offering both to share what AAAS knew about handicapped people and to try to change ACE's mind about what the rights of the handicapped should be. Very soon I received an invitation to a meeting which the attorney who wrote ACE's 504 reply holds each week. He told me that I could have fifteen minutes and that he would be glad to give me that time. I told him I wouldn't come unless I could bring a disabled person with me. I called Jim Gashel, a blind man, who is the Washington head of the National Federation of the Blind, and said, "Jim, you've got to go and convince these people that they are wrong," and he said, "OK, we'll go."

We found ourselves with the last fifteen minutes of an afternoon meeting. Expecting people to head for their carpools to the suburbs at any moment, we began to talk and to let them ask us questions. An hour later, we were still there. The meeting began with questions like, "You mean we are going to have to let blind people drive buses?" We went through every question you can imagine. As the group relaxed they began to see the situation through the eyes of a disabled person — they began to understand.

That meeting began my work with ACE and with the inter-association Project on Higher Education and the Handicapped (HEATH) which was just emerging under the umbrella of ACE. One of the smaller affiliate organizations of ACE (the College and University Personnel Association) had initiated a modest survey of the state of the art of handicapped access on campus, with the help of a Ford Foundation Planning Grant. I was asked to speak to that group, and then to consult.

Project Activities: Project HEATH evolved into a major cooperative effort among 24 national higher education associations and handicapped consumer organizations to provide the technical assistance necessary for colleges and universities to respond effectively to 504 regulations. Financial support from the

federal government as well as private foundations and corporations have contributed to this effort.

The training and technical assistance activities of Project HEATH are too extensive to describe here. I will just list the publications resulting from 1977-79 activities, and the 1980 projects in process. Further information is available from the HEATH Resource Center, AAHE, One Dupont Circle, N.W., Suite 780, Washington, D.C. 20036 (202) 293-6447.

HEATH publications:

- Recruitment, Admissions and Handicapped Students
- Planning for Transition
- Creating an Accessible Campus
- Steps Towards Campus Accessibility
- Accessibility Information
- Matching Places to People
- Guide to Section 504 Self-Evaluation for Colleges and Universities
- Technical Assistance Corps Director
- Higher Education and the Handicapped (quarterly Newsletter)
- Attendants and Attendees: A Guidebook of Helpful Hints

1980 HEATH Projects:

- Access to Historic Campus Buildings (APPA)
- University Physical Plant Accessibility Guidelines for Architects and Contractors for Existing Campus Facilities (APPA)
- Technical Assistance in Recruitment and Admission of Handicapped Students (AACTE)
- Faculty Training Program (AAUP)
- Financial Aid Administrators/Vocational Rehabilitation Personnel Training Workshops (NASFAA)

Organizational Change: One structured decision in the development of Project HEATH has particular relevance to your advocacy efforts on campus. I decided early on that there should not be an Office of the Handicapped at the American Council on Education. I was already beginning to have to fight AAAS on the fact that anything about the handicapped in that association was given to Martha Redden to do. So I decided not to have an Office for the Handicapped at ACE, to encourage each association participating in the Project to take full responsibility for handicapped issues relating to its activities or constituency. One component of the Project, the HEATH Resource Center, acts as a general information clearinghouse and referral center for inquiries. An inter-association HEATH Task Force monitors Project activity.

This is the kind of decentralization that I hope can happen on university campuses where a nucleus of people need to be concerned with handicapped student issues. The best thing you can do is to get the admissions office to take its responsibility, the housing office to take its responsibility, the president's office to take its responsibility, and so on. Your role is then to be alert to the areas where responsibility is not being accepted, and assist them with problems or

take whatever action is necessary. Like AAAS, Project HEATH has demonstrated the many advantages of educating the system from within — including the emergence of radical advocates in unlikely corners of the system.

Project HEATH began with the charge to give technical assistance to higher education through existing channels. Some of us who had worked very closely with the Office for Civil Rights (OCR) as the regulations were being written, figured that OCR could do a better job with the 504 regulations than they did with Title VI or Title IX if they provided adequate training for the people who have to comply with the law. You couldn't just tell institutions to give handicapped people their rights, because there were some things that needed to be done that people didn't know how to do. This realization led to the suggestion that the federal government give the higher education system some money to educate their people. This may seem risky to you because you may think these educators were the chief offenders, and in some cases they were. But we figured that the higher education associations would have to honor the obligations of a federal contract — and we soon learned that their training efforts sometimes advocated access beyond that required by OCR!

For example, when the booklet on admissions and recruitment went back to the Office for Civil Rights for their approval (as the funding agency), Project HEATH had been harder on the universities and stricter in interpretation of the law than OCR was going to be. Other publications and training materials have also required adjustment because they contained suggestions or requirements which OCR is not ready to back at this time.

It is also interesting to note that the HEATH Resource Center — which campuses can call for technical assistance without fear of exposure to the government — gets very few calls from people who are trying to avoid or bend the laws. In fact, I have been extremely surprised and pleased at the good spirit of people.

You may not believe me, but you really do have friends in these national power structures. With a snap of the fingers, they can put something in a book or a newsletter that goes to every campus in the country. It will lie on all the right desks and it will probably be read; that's the best vehicle you have to get information out. And if you were to go to a convention of almost any higher education group — such as the personnel officers or the business officers — you'd find a panel on higher education and the handicapped. (Part of the reason for that is that the HEATH Resource Center has prepared a packet of material that tells how to do it.) More and more people are beginning to attend these sessions. It used to be that at a session like this, you'd have three people and you'd find that all of them had a handicapped child, brother, sister or was the affirmative action person from that campus. But now we are beginning to talk not just to ourselves but to other people. The outreach is there.

In Closing: A Charge: On all too many campuses there is still a wide gulf between those of us responsible for student services and the rest of the campus. One example I have noticed at this meeting is that many of you are unfamiliar with the "Guide to 504 Self-Evaluation for Colleges and Universities" which was published as part of the Project HEATH. This is the book that people on your campus are probably using to do the self-evaluation. If you haven't seen it, that's a pretty good indication that you are not connected with the people on your campus who have the responsibility for 504. Twenty-five thousand copies of this

book have been sent to university campuses across the country. You can have a copy too by calling or writing to the Office for Civil Rights, but you should be very, very careful that you find the people on the campus who are using this book. They are obligated to helping disabled people.

Cumbersome and formidable organizations are often most effectively nudged in a positive direction from within. And once that momentum has begun, the existing power structure carries a lot of weight with it. I hope that you will go back to your institutions and try further to nudge them in the right direction, perhaps by marching up to the people who run things on your campus and saying, in effect, "Look folks, we are all in this thing together; how can I help you do the job that you are required to do by law?"

Plenary Session

This section contains the conclusions and recommendations that came out of the final Plenary Session, more or less as each workshop leader reported them. Here the workshop participants came together to share the results of their deliberations with their peers and attempted to reach some consensus. In many ways, it was one of the more valuable parts of the conference, representing as it does the culmination of persistent analysis and discussion by knowledgeable and dedicated people from all over the country. These were the dynamics that made "information exchange" happen. The conclusions, prepared by Rhona Hartman, Coordinator of the HEATH Resource Center, are an attempt to summarize what was said overall.

The analysis of the Information Resource Survey, a questionnaire distributed to the conference participants by Gwen Callas at the conclusion of Workshop I, Communication Resources, is appended to provide an in-depth study of the kinds of information resources presently in use by the conference attendees.

Conference Conclusions and Recommendations

1. *Existing Resources and Communication channels must be better utilized*
   - — Hold workshops and conferences to promote consumer awareness of resources
   - — Annotate lists of established organizations and resources to include consumer evaluation
   - — Include consumer publications and other resources in information network
   - — Involve local and state resources in national network of communications
   - — Channel information about handicapped concerns into mainstream resources such as professional journals and mass media
   - — Encourage high quality media which represent the abilities of handicapped people and make these available for local use
   - — Add input to existing communication channels in the following areas:
     - experience of faculty and handicapped students — both successes and failures
     - quality of auxiliary aids
     - attitude and awareness training mechanisms
     - hearing impairment
     - housing
     - finances
     - career development
     - volunteer services

2. *Local consumer advocacy and information exchange must be strengthened and articulated to state and national networks. Areas for local concern include:*
   - — organizational expertise
   - — outreach to minority groups
   - — specific local consumer knowledge about:
     - housing
     - transportation
     - education
     - auxiliary aids
     - volunteer activities

3. *Professional organizations which assist handicapped consumers, especially students, must be strengthened.*

4. *Disabled students must take responsibility for becoming involved and articulate in the mainstream of post-secondary student affairs. Such efforts can be strengthened by:*
   - — developing an annotated national directory of disabled student organizations
   - — teaching organizational expertise

5. *Handicapped post-secondary consumers must assimilate the expertise of professional advocate organizations. This includes:*
   - — dissemination of information learned in conferences into mainstream of campus newspapers, journals, handbooks, student government, full range of campus activities
   - — infiltration of ideas about handicapped concerns into campus mainstream in such areas as course content, career development, housing, transportation, interest organizations, newspapers, journals, the arts, housing, sports
   - — education for employment about handicapped consumer needs aimed at:
     - elementary and secondary school guidance counselors
     - collegiate placement directors
     - career development officers
     - private sector industry

Information Resource Survey Analysis

Thirty-one conference attendees completed the questionnaire designed by Gwen Callas of Kent State University to develop a profile on the kinds of information resources workers with the handicapped customarily use. Of these, 19 or 61% were employed at postsecondary institutions, while 12 or 39% worked for a variety of public and private agencies involved with disabled individuals or those who serve them. The type of educational institutions represented were about evenly divided between four and two year colleges, most of which were non-resident.

At least two-thirds of the participants were in administrative positions, some of whom noted an additional counseling function. Twenty-five percent of the responders listed themselves as counselors, while librarians or information specialists (not unsurprisingly) made up most of the "other" category.

Table I illustrates the comparative utility of four major categories of information sources for the enhancement of individual professional growth.

Table I

Information Sources Most Used to Enhance Individual Professional Growth

	Frequently	Occasionally	Rarely
Colleagues	31		
Workshops/Conferences	14	16	1
Professional Journals/Publications	17	12	2
Clearinghouse	11	14	4
Other	8		

As can be seen from the data, colleagues far outscored all other categories as the most frequently used information source, a finding that is not unsurprising to any student of communication networks or indeed, anyone familiar with the flow of information in the "soft" sciences. The corollary result, showing that not quite half the attendees listed workshops/conferences as the most frequent source would seem to indicate that a great deal of informal interpersonal communication is going on between workers in this field. This would appear to infer that the directory type of publication, offering an opportunity for personal contact on an individual level, has considerable utility.

The data also show that workers in this field make serious attempts to keep up with the literature, a finding that is also borne out by answers to a later question. Over 50% named professional journals/publications as a frequently used source of information for professional development while another 36% listed them as an occasional resource. Clearinghouses, while rating high with one-

third of the group, also received the largest number of "occasional" or "rare" mentions indicating perhaps an unfamiliarity with/or inaccessibility of this type of information system.

Among the "other" sources listed were: computerized systems, libraries, consumer organizations, organizational newsletters, legislation, federal agencies and students or disabled individuals themselves.

Table II illustrates another perspective on these same four categories—their usefulness as information resources. Here again, colleagues were selected as most useful by the majority of the responders, 20 or 65% giving this category their highest rating on a scale of 1-5. It is hard to resist the inference that either the more formal channels are not tapping the primary sources, or that the traditional communication systems have not yet reached their maximum potential in this relatively new field. About 58 percent listed workshops/conferences as their first or second most useful resource, with the remainder rating them between 3 and 4 on the 1-5 continuum. The additional financial outlay necessitated in utilizing this resource may perhaps have some bearing on its overall rating.

Table II

Usefulness of Selected Information Sources on a Scale of 1 (Most Useful) to 5 (Least Useful)

Source	1	2	3	4	5
Colleagues	20	2	3	4	2
Workshops/Conferences	7	11	6	6	
Professional Journals/Publications	3	8	17	2	1
Clearinghouses	2	7	9	8	3

Publications were generally rated near the middle of the scale in usefulness, while clearinghouses once again received least support among the responders, although two participants bucked the trend and rated them first.

The professional credentials of the respondee group were impressive. Virtually all completed questionnaires listed a variety of affiliations with local and national professional organizations. National association membership was listed by 26 responders, with the National Rehabilitation Association leading the way, and the Association for Handicapped Student Service Programs in Postsecondary Education running a close second. Almost 25% of the participants were also members of APGA.

Local regional chapters of larger specialized groups claimed a small percentage of members, as did institutional committees devoted to special student services. The wide range of handicapping conditions represented by the conference attenders is evidenced by the variety of specialized associations in which responders claimed membership. These include: Council on Exceptional Children, National Braille Association, American Association of Specialized Education, Congress of Physical Therapists, International Reading Association,

Association for Excellence and Equality in Education, Retinosa Pigmentation Foundation and many, many others.

As previously mentioned, this group appears to be committed to staying abreast of the literature in the field. Answers to question #6 requesting information on the professional journal/publication found most relevant and valuable produced a list that virtually blankets the subject. *Rehabilitation World, Rehabilitation Gazette, Journal of Visual Impairment and Blindness, Diabetes Forecast, Paraplegia News, Braille Monitor, Exceptional Parent,* and the *Journal of Applied Rehabilitation* are just a few examples.

The most frequently listed publication was *Accent on Living* which was the choice of nine responders. *Amicus* and *Mainstream* were the next most useful, with *Disabled USA* and the *AHSSPPE Alert* being a third choice.

It is apparent from the variety of specialized journals listed, that workers in this field are aware of the importance of technical information related to specific disabling conditions. However, the popularity of the more generic publications would seem to indicate that there is a need for publications that cut across the individual specialities and deal with issues common to all practitioners in the handicapped services area.

Indeed, this supposition is borne out by answers to the final question: Is a professional journal/publication needed to deal with the current issues and concerns relevant to postsecondary education and the disabled student. An overwhelming majority answered in the affirmative (some very vociferously) and several made specific suggestions regarding format or content such as: more use of firsthand experiences, integration of "fragmented information," a compilation of innovative ideas, "one which will go to college administrators," etc.

Conclusions

The major impression left by the survey findings was of a group of professionals who depend primarily on peer support in satisfying their information needs. While this is a situation to be expected in any new field, the rapidly increasing significance of services for the handicapped in postsecondary education makes it imperative that more effective channels of communication be developed. While the clearinghouse concept is generally a viable solution to the problem of information retrieval, it does not appear to be a satisfactory option to workers in this field.

Fragmentation of information and lack of any centralized comprehensive source with easy accessibility seem to be the main communication problems surfacing from conference discussions. A strong consensus emerged for a publication that would "draw it all together" to give workers in the field the reassurance that they were not missing any vital information. While the kind of knowledge transfer that occurs on a one-to-one basis between colleagues is a process difficult to duplicate in bibliographical form, it is an ideal to strive for in any information system.

This conference survey expressed a clear need. The most logical next step would be to implement some of the recommendations that developed out of panel discussions. As the field grows in numbers, as well as in importance, the necessity to manage the supply of new information generated becomes more vital.

Information Resource Survey

We are interested in how information on post-secondary education and the disabled student is presently communicated to persons involved or interested in this field. Please assist us in completing this short survey. The results will be published in the conference proceedings.

Survey

1. What type of agency/institution do you represent?

   _____ Post-Secondary Institution

   _____ 4 year

   _____ 2 year

   _____ Resident _____ Non-Resident

   _____ Other

   Describe: _____

   _____

2. What is your main job function?

   _____ Administrative

   _____ Counseling

   _____ Advocacy

   _____ Other

   Describe: _____

   _____

3. What types of information sources do you use to enhance your own professional growth?

	Frequently	Occasionally	Rarely
Colleagues	_____	_____	_____
Workshops/Conferences	_____	_____	_____
Professional Journals/Publications	_____	_____	_____
Clearinghouses	_____	_____	_____
Other	_____	_____	_____

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Describe: _____

_____

4. Please rank the usefulness of each information source to your professional growth (1—most useful; 5—least useful):

   _____ Colleagues

   _____ Workshops/Conferences

   _____ Professional Journals/Publications

   _____ Clearinghouses

   _____ Other

5. Please list your professional memberships:

   _____

   _____

   _____

6. Focusing on post-secondary education and the student with a disability, please list the professional journals/publications that you find most relevant and valuable as information sources:

   _____

   _____

   _____

7. Is a professional journal/publication needed to deal specifically with the current issues and concerns relevant to post-secondary education and the disabled student?

   _____ yes

   _____ no

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**panel moderator

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Washington, D.C. 20202

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Washington, D.C. 20036

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Bibliography

Responses to a questionnaire in the planning stages of the Conference brought some unexpected information about ongoing activities and printed materials available throughout the country on behalf of the handicapped in higher education. During and following the Conference, additional information of this nature was received and exchanged. An annotated bibliography of Informational Resources, Printed Materials, Organizations and Associations and other information, when available, has been included in order to share this aspect of the Conference. This is not an extensive bibliography by any means and is only a small part of the contacts made during Conference planning. It is offered in the hope that it can be useful in giving someone a head start on special bibliographies that may be needed for specialized purposes. The inclusion of these listings does not imply an endorsement by either of the co-sponsors of the conference—SUNY/B and BEH—but merely represents some of the materials available.

Resources: — Bibliographies, Catalogs, Services, Information Exchanges and Sources

Accent on Information
A computerized retrieval system containing variety information to help persons with disabilities help themselves live more effectively.

Write for Search Request Form

Accent on Information
P.O. Box 700
Bloomington, Illinois 61701

American Association of University Professors (AAUP)
A special training program has been designed to involve faculty members in the problems of making facilities and academic programs accessible to handicapped students.

Dr. Guy C. McCombs, Project Director
American Association of University Professors
One Dupont Circle
Washington, DC 20036

American Printing House for the Blind
An excellent source for locating textbooks which have been transcribed into braille, on tape and in large type by the many volunteer groups throughout the country. In addition, publishes a catalogue of *Tangible Apparatus* which indicates aids and appliances that may be purchased.

1839 Frankfort Avenue
Louisville, Kentucky 40206

ANSI Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People, 1979 Edition.
The authoritative minimum standard accepted by the federal government for all new construction or rehabilitation. Lists and illustrates standard architectural requirements.

American National Standards Institute
1430 Broadway
New York, NY 10018

Apollo Lasers, Inc.
Manufactures electronic visual aids.

Apollo Lasers, Inc.
6357 Arizona Circle
Los Angeles, CA 90045

"Assuring Access for the Handicapped,"
Martha Redden, Editor, *New Directions for Higher Education,* Vol. VII, #1, 1979

Sourcebook written by students, faculty members, campus administrators and staff members of the HEATH project who share their expertise about methods for assuring campus access to handicapped individuals.

Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

Attitudes and Disability: A Selected Annotated Bibliography
by S. Panieczko, 1975-1977, 83 pgs., $2.50

RRI-ALLB
George Washington University
1828 L Street, Suite 704
Washington, DC 20036

Braille Book Bank
Furnishes thermoform copies of hand-transcribed braille masters in their repository. Collection is composed of books of interest to students beyond the high school level and to adults. Collection is listed in three catalogues: college level textbooks and career materials; music catalogue; and books of general interest.

National Braille Association
Braille Book Bank
422 Clinton Avenue, S.
Rochester, NY 14620

Braille Book Review
Lists braille books and magazines available through a national network of cooperating libraries and includes information about developments and activities in library services.
Bi-Monthly - Free Publication

Braille Book Review
15 West 16th Street
New York, NY 10011

Council for Exceptional Children
Provides abstracts of current research and bibliographies of information currently available in publications and nonprint media. Also provides annotated listings of agencies that serve exceptional children and their

familes. Have available, through ERIC, a bibliography of about 100 references on handicapped college students.

Council for Exceptional Children, Information Center
1920 Association Drive
Reston, VA 22091

Directory of Agencies Serving the Visually Handicapped in the United States

Listing of organizations in the United States that perform services for the visually handicapped.
(1973) $10.00

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Directory of National Information Sources on Handicapping Conditions and Related Services

Lists organizations on the national level which respond to inquiries from the public and professionals on a variety of topics. Prepared by the Office for Handicapped Individuals Clearinghouse.
$6.00

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Directory of Organizations Interested in the Handicapped, 1976

Listing of agencies, services, and organizations concerned with the techniques, training, treatment, devices and procedures utilized in helping the handicapped help themselves.
Free

Committee for the Handicapped
People-to-People Program
LaSalle Building, Suite 610
Connecticut Avenue and L Street
Washington, DC 20036

Educational Tape Recordings for the Blind, Inc.

Service group which supplies recorded educational materials to blind, physically and perceptually handicapped students. Provides copies of textbooks, available in master tape library, and on request, records new books.
$10.00 yearly - individual membership fee

Educational Tape Recordings for the Blind, Inc.
10234 South Kedzie Avenue
Evergreen Park, IL 60642

ERIC, Clearinghouse on Career Information
Have bibliography available on career/vocational education of the handicapped. Handle all documents produced by the Bureau of Occupational and Adult Education, O.E.

ERIC Clearinghouse on Career Information
Ohio State University
Columbus, Ohio 43210

Exceptional Child Education Resources (ECER)
Provides abstract coverage in Special Education of current publications, doctoral dissertations and professional media materials.
Institutional Rate: $50.00 per year
Published Quarterly

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Federal Assistance for Programs Serving the Handicapped
Comprehensive listing and description of federal programs and activities which provide assistance or benefits to the handicapped and those working on their behalf.
(1979)

Department of Health, Education and Welfare
Office of the Assistant Secretary for Human Development Services
Office for Handicapped Individuals
Washington, DC 20201

Green Pages Rehabilitation Source Book
Commercial directory of products and services for the physically disabled.
$15.00
Published Yearly

Source Book Publications, Inc.
P.O. Box 1586
Winter Park, FL 32790

Handbook for Blind College Students, 4th Edition, 1977
Handbook is intended to serve as a guide to blind students in the use of various library, rehabilitation and other services available throughout the country.

Student Division
National Federation of the Blind
212 Dupont Circle Building
1346 Connecticut Avenue, NW
Washington, DC 20036

HEATH

Resource center and information exchange on the handicapped in higher education. Sponsored by the American Association for Higher Education, HEATH responds to calls or written inquiries about serving the handicapped. (202) 293-6447, 1 P.M.-5 P.M., Tues, Wed., Fri.

PUBLISHES: Newsletter reviewing current information in the field and numerous other publications.

American Association for Higher Education
One Dupont Circle, Suite 780
Washington, DC 20036

HEED (Handicapped Employment and Economic Development, Inc.)

Private placement agency. Recruits disabled individuals for placement in professional-level jobs. Work only with degreed applicants, recruits nationwide. Fees charged to employers, not job seekers.

Gerard Guarniero
115 East 57th Street
New York, NY 10022

HEATH Convention Package

A planners guide to making conferences accessible.

Free

HEATH Resource Center
One Dupont Circle, Suite 780
Washington, DC 20036

Information Update

Bibliographic listings of current materials about health, physical education, recreation, sports, the arts and related areas, focusing on handicapped individuals.

$44.00 per year
11 issues

AAHPER Publications
1201 16th Street, NW
Washington, DC 20036

Kurzweil Computer Products, Inc.
Markets a reading machine for the sightless. The device directly translates ordinary printed material into spoken English in a deep, male voice.

33 Cambridge Parkway
Cambridge, Massachusetts 02142

LRS Large Print - 1978 Catalog
The Library Reproduction Service reproduces textbooks, laboratory manuals, study guides, tests and other instructional materials for visually handicapped students and adults. Different type sizes are available to meet an individual's needs. (No rental or lending program available - LRS books are custom produced to order; prices vary.)

The Microfilm Company of California, Inc.
1977 South Los Angeles Street
Los Angeles, CA 90011

Law and Disability: A Selected Annotated Bibliography of Articles in Legal Periodicals
by D. Topp and D. Cornelius, 1976-1978
$2.50

RRI-ALLB
George Washington University
1828 L Street, Suite 704
Washington, DC 20036

Map Maker's Handbook
Monograph originally published by the Blind Mobility Research Unit. Discusses practical considerations involved in the design and production of maps for the visually impaired. (Company also has map-making kit available).
$3.50 plus Overseas Postage

Mobility Aids
233 College Street
Long Eaton, Nothingham NG10 4GF
England

National Association for the Visually Handicapped
Non-profit organization. Has available large print textbooks, testing materials and pleasure reading. Offers guidance and counsel for the partially seeing adult and the professional and para-professional working with the partially seeing.
Publishes a newsletter

National Association for the Visually Handicapped
305 East 24th Street
New York, NY 10010

National Center for Barrier-Free Environment

Provides information and education relating to access issues.

PUBLISHES: *Report,* Bi-Monthly

National Center for Barrier-Free Environment
7th and Florida Avenue, NE
Washington, DC 20012

National Center, Educational Media and Materials for the Handicapped

Clearinghouse for information on instructional materials.

PUBLISHES: *The Directive Teacher,* a Quarterly and a Catalogue of special educational material.

National Center, Educational Media and Materials for the Handicapped
Ohio State University
1945 North High Street
356 Aips Hall
Columbus, OH 43210

National Center for Law and the Handicapped, Inc.

Established to ensure equal protection under the law for handicapped people. Participates in selected court cases by consulting with the lawyers of handicapped persons whose rights may have been violated. Staff can answer questions and provide information about legal issues affecting the handicapped.

PUBLISHES: *Amicus,* Bi-Monthly

National Center for Law and the Handicapped, Inc.
1235 North Eddy Street
South Bend, IN 46617

National Clearinghouse for Law and the Deaf

Post-secondary institution unit; information and presentations on legislative mandates; legal services, and rights advocacy related to hearing impaired.

PUBLISHES: *UCLD Newsletter*

National Clearinghouse for Law and the Deaf
7th and Florida Avenue, NE
Washington, DC 20002

National Library Services for the Blind and Physically Handicapped
Public resource charter; free library service of recorded and braille reading material and playback equipment to persons unable to read standard print. Material available through 56 regional libraries and 103 subregional libraries. All persons unable to read or manipulate conventional printed material are eligible. Contact local and state libraries.
PUBLISHES: a newsletter and brochures.

National Library Services for the Blind
and Physically Handicapped, National Office
Library of Congress
1291 Taylor Street
Washington, DC 20542

National Rehabilitation Information Center (NRIC)
Rehabilitation resource library funded by the Rehabilitation Services Administration. Sponsored by the National Institute on Handicapped Research/DHEW; collection consists of some 4,000 RSA research reports, manuscripts, and audio-visual materials, 1,000 reference books relevant to rehabilitation and 150 journals and newsletters on rehabilitation. A card catalogue "on line" and accessible through a computer terminal. Also operates an information request telephone service (202) 635-5822 or TTY (202) 635-5884.
PUBLISHES: *Pathfinder*

National Rehabilitation Information Center
Catholic University
308 Mullen Library
Washington, DC 20064

Office of Handicapped Concerns
Provides information on problems which provide services to disabled citizens, employment information regarding jobs within OE or DHEW, and information on rights of disabled regarding education and employment. Acts as liaison for Commissioner of Education, and provides advisory or consultative services to conferences, task forces and other organizational groups involved in the development of educational and employment policies, programs and procedures which may affect disabled Americans.

Office of Handicapped Concerns
U.S. Office of Education, Room 4129
400 Maryland Avenue, SW
Washington, DC 20202

Paralyzed Veterans of America
Assists in job placement services for severely handicapped persons (not limited to veterans). Write for personal data form.

Assistant Director for Employment
8630 East-West Highway
Suite 3000
Washington, DC 20014

Products for People with Vision Problems

The '79-'80 issue is AFB's 25th anniversary of the catalogue and details the variety of products available through AFB. Catalogue is printed in large type and is also available in braille.

American Foundation for the Blind
Consumer Products Department
15 West 16th Street
New York, NY 10011

Publications and Audio-Visual Aids Directory of the Rehabilitation Research and Training Centers, (1978)

Provides information on ways of obtaining access to the publications and audio-visual accomplishments of the 19 Research and Training Centers in the United States.

Rehabilitation Services Administration
Office of Human Developmental Services
U.S. DHEW
Washington, DC 20201

Recordings for the Blind (RFB)

National non-profit service organization which supplies recorded educational materials to blind, physically and perceptually handicapped students at all educational levels. Provides copies of textbooks available in master tape library and, on request, records new books. National headquarters located in New York City; 28 additional recording stations located throughout the U.S. No charge for service.

Catalogue of Recorded Material: $5.00

Recordings For The Blind
215 East 58th Street
New York, NY 10022

Regional Rehabilitation Continuing Education Program

Established and funded by RSA, there are one or more such programs in the 10 regions in the country. Each provides and coordinates continuing education in rehabilitation. For information regarding the individual programs within your area, contact RSA.

Rehabilitation Services Administration
Division of Resource Management
Office of Human Development Services, HEW
Washington, D.C. 20201

Resource Catalogue for Independent Living

Features a list of manufacturers, suppliers, distributors, and bibliographic references in a variety of areas; also lists organizations and organizers interested in advancing the quality of life for physically handicapped adults.

$3.50

Disabled Student Service Center
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Resources for Educational Change Programs and Services for the Handicapped

Sourcebook that contains descriptions of notable educational programs on American campuses.

HEATH Resource Center
One Dupont Circle, Suite 780
Washington, DC 20036

Science for the Blind Products

Catalogue in inkprint and soundsheet recordings of products and devices for the blind manufactured and/or distributed by the company.

Science for the Blind Products
Box 385
Wayne, PA 19087

TAC (Technical Assistance Corps)

A group of campus-based consultants, trained under the auspices of the College and University Personnel Association (CUPA) are available for consultation on access issues. TAC members are located throughout the country and can be referred to campuses via CUPA.

College and University Personnel Association
Eleven Dupont Circle, N.W.
Suite 120
Washington, D.C. 20036

Talking Books Topics

Lists recorded books and magazines available through a national network of cooperating libraries, and includes information about developments and activities in library services.

Bi-Monthly Newsletter - Free

Talking Book Topics
15 West 16th Street
New York, NY 10011

Telesensory Systems, Inc.

Commercial company marketing devices for the adjustment and alteration of handicapping conditions -- primarily non-vocal and blindness, including the Opticon and Talking Calculator.

PUBLISHES: a newsletter regarding product developments

Telesensory Systems, Inc.
P.O. Box 10099
3408 Hillview Avenue
Palo Alto, CA 94304

Triformation Systems

Commercial company which conducts research and manufactures a variety of sophisticated Braille electronic equipment for the blind. Also offers a computer with a voice synthesizer.

Guy Carbonneau, President
3132 S.W. Jay Street
Stuart, Florida 33494

Update — Higher Education and the Handicapped

Summary of information useful to program planners regarding education of the handicapped in post-secondary institutions.

Free

HEATH Resource Center
One Dupont Circle, Suite 780
Washington, DC 20036

Vocational Education Resource Materials: A Bibliography of Materials for Handicapped and Special Education

Supplement to 3rd Edition, 1979

Collection of materials available on loan designed to encourage and support curriculum development and instructional activities in vocational education through identification of resources and materials which may be of use to educators.

Wisconsin Vocational Studies Center
University of Wisconsin
Madison, WI 53706

Who Cares
A comprehensive handbook on sex education and counseling services for disabled people.

Sex and Disability Project
George Washington University
1828 L Street, N.W. Suite 704
Washington, DC 20036

Publications: Journals, Newsletters, Periodicals, Pamphlets, Books

ACCD Action
Presents timely materials suggesting members' active involvement to insure appropriate action, where necessary, to further rights and goals of handicapped persons.
Monthly

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Avenue, NW
Washington, DC 20036

Accent on Living
Magazine which covers various areas of concern and interest to handicapped adults; contains up-to-date information with new ideas for easier and better living.
$4.00 per year
Quarterly

Accent on Living, Inc.
P.O. Box 700
Bloomington, IL 61701

Access America: The Architectural Barriers Act and You
Guide to complaint process and enforcement rules by the Architectural and Transportation Barriers Compliance Board to ensure that federally financed buildings are accessible to people with disabilities.
Free

Architectural and Transportation Barriers Compliance Board
Washington, DC 20201

Access Amtrak: A Guide to Amtrak Services for Elderly and Handicapped Travelers

Describes limitations as well as special features of Amtrak equipment and stations. Describes different types of coaches used, including door and aisle measurements and diagrams of the layout.

No Charge

National Railroad Passenger Corporation
955 L'Enfant Plaza, SW
Washington, DC 20024

Alert

Official newsletter of the Association on Handicapped Student Services Programs in Post Secondary Education (AHSSPPE); contains up-to-date information pertaining to concerns of handicapped students and their service providers.

Distributed to members.

Richard W. Harris, Editor
Ball State University
Student Center B-1
Muncie, IND 47306

American Annals of the Deaf

Professional journal.

Conference of Executives of American Schools for the Deaf and the Convention of American Instructors of the Deaf
5035 Wisconsin Avenue, NW
Washington, DC 20016

Amicus

Discusses developments in the rehabilitation field with particular reference to legal issues; cites legal decisions.

Bi-Monthly
$10 per year

National Center for Law and the Handicapped
1235 North Eddy Street
South Bend, IN 46617

Architectural Accessibility for the Disabled on College Campuses, by Cotler and DeGraff

Presents architectural criteria and essential information on standards to provide for the diversity of handicapping conditions found on college campuses.

(1976)

Free

State University Construction Fund
194 Washington Avenue
Albany, NY 12210

Also available through:

Architectural and Transportation Barriers Compliance Board
Washington, DC 20201

Beyond the Sound Barrier
Discusses attitudes toward people with hearing impairments and deafness.
Single free copy

Publications, RRI-ALLB
1828 L Street, NW
Suite 704
Washington, DC 20036

Biology for the Blind
by D. Tombaugh
A book detailing the approach and adaptations to equipment found of value in teaching Biology to blind students.
(1973)

Euclid Public Schools
651 East 222nd Street
Euclid, Ohio 44123

The Braille Forum
Seeks to promote the independence and dignity of all blind people and alerts the public to the abilities and accomplishments of the blind. Carries official news of the American Council of the Blind and its programs.
Monthly

The Braille Forum
190 Lattimore Road
Rochester, NY 14620

Braille Monitor
Promotes welfare of the blind and publishes articles of various topics to alert the blind and their communities to current issues.
Monthly

Braille Monitor
National Federation of the Blind (NFB)
218 Randolph Hotel Building
Fourth and Court Streets
Des Moines, IA 50309

Breaking Through the Deafness Barrier, Environment and Accommodations for Hearing Impaired People
50¢

Physical Plant Department
Gallaudet College
Kendall Green
Washington, DC 20002

Career Development and Placement Services with the Handicapped College Student
Proceedings of a Midwest Workshop held in December of 1977. Includes presentations and recommendations made by participants and directed to post secondary institutions, governmental agencies, employers, and consumers.
No Charge

Ron Blosser, Editor
Specialized Student Services
Southern Illinois University
Carbondale, IL 62901

The Coalition
Reports on pertinent issues related to sources of the handicapped, including information regarding general rights and services to disabled persons, their families, professionals and general public.
Published Quarterly

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Avenue, NW
Washington, DC 20036

Coalition Building
Describes a one-year project sponsored by ACCD to construct and refine a model for structuring cooperation and communication across disability.
$4.00 plus postage

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Avenue, NW
Washington, DC 20036

The College for Living
at Metropolitan State College, Denver
Ninety-page illustrated manual describing a special college project which provides continuing educational experiences for developmentally disabled adults.
$1.00 (for postage and handling)

The College For Living
Metropolitan State College
1006 11th Street - Box 92
Denver, Colorado 80204

The College Guide for Students With Disabilities
edited by Elinor Gollay and Alwina Bennett
Detailed information reported on a college-by-college basis and general information not specific to individual schools.
(1976), (545 pages)

Abt Publications
55 Wheeler Street
Cambridge, MA 02138

Counterpoint
Discusses attitudes of disabled persons toward the non-disabled.
Single free copy

Publications
RRI-ALLB
1828 L Street, NW
Suite 704
Washington, DC 20036

Creating an Accessible Campus
edited by Maggie Coons and Margaret Milner
Information helpful to college and university administrators and to anyone else faced with the need to develop facilities accessible to handicapped persons.

Association of Physical Plant Administrators
of Universities and Colleges
11 Dupont Circle, Suite 250
Washington, DC 20036

The Deaf Student in College
Contains two booklets about deaf students in higher education, e.g., "A Guide to College/Career Programs for Deaf Students" and "The Deaf Student in College.
Single Folder - Free

Gallaudet College
Division of Public Services
7th Street and Florida Avenue, NE
Washington, DC 20002

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Disabled USA
Reports on progress in opportunities for all handicapped workers. Keeps Governors' and Community Committees informed of new ideas and activities, and provides general information concerning development in rehabilitation and placement of people with disabilities.
Free

Presidents' Committee on Employment of the Handicapped
Washington, DC 20210

Facility Consideration for Handicapped Intramural Participants
by Jim McVaddy
Presentation deals specifically with planning new facilities or restructuring existing buildings so they are accessible and can be used in intramural/recreational programs and activities for all students, including impaired, disabled and handicapped students. (1973)

Middlesex County College
Edison, NJ 08817

Free Wheeling
Attitudes toward persons who use wheelchairs.
Single Copy—Free

Publications
RRI-ALLB
1828 L Street, NW
Suite 704
Washington, DC 20036

Getting Through College With a Disability
A summary of services available on 500 campuses for students with handicapping conditions.

President's Committee on Employment of the Handicapped
Washington, DC 20210

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual
Focuses attention upon the special needs of the physically disabled at a two-year college.

Agent Campus for the Project
State University of New York
State College of Optometry
100 East 24th Street
New York, NY 10010

A Guide to Physical Skill Requirements in Academic Programs
A manual which details the physical skills required in the various academic programs offered on the Delhi campus.

State University Agricultural & Technical College at Delhi
Delhi, NY 13753

Guide to Section 504 Self-Evaluation for Colleges and Universities
by G. Richard Bichl (NACUBO)
Represents an effort to bring the best available technical assistance for promoting voluntary compliance with Section 504 of the Rehabilitation Act of 1973.
Free

James Bennett
Office of Civil Rights
330 Independence Avenue, SW
Washington, DC 20201

Guidelines for Implementation of Section 504 for Colleges and Universities
Single Copy—Free (14 pages)

RRI-ALLB
George Washington University
1828 L Street, Suite 704
Washington, DC 20036

Handbook on Employment Rights of the Handicapped: Sec. 503 & 504 of the Rehabilitation Act of 1973
by A. Hermann and L. Walker
Written for the lay person. Addresses the employment process from initial review to post-hiring practice and describes employer's legal obligations, legal remedies and administrative complaint procedures under Sections 503 & 504.
$3.00

George Washington University
RRI-ALLB
1828 L Street, NW
Suite 704
Washington, DC 20036

Handicapped Americans Report
Bi-weekly newsletter. Covers various aspects and issues of concern to and for handicapped persons.
$97.00 per year

Janet Walker, Editor
Handicapped Americans Report
Plus Publications
2626 Pennsylvania Avenue, NW
Washington, DC 20037

Handicapped Funding Directory
by Burton J. Eckstein
Lists resources of information for planners and fund seekers for handicapped projects. Designed as a first resource in the quest for grant funds.
(Second Edition, 1979)
$16.50

Research Grant Guides
P.O. Box 537
Oceanside, NY 11572

Handicapped Requirements Handbook
Loose-leaf, ringed binder; how-to manual detailing relevant laws, regulations, court decisions, standards for facility design, and time tables for compliance. In addition to basic 504 guidelines, contains several appendices of key terms, information resources, including organizational listings.
Basic 504 Compliance Guide—$65.00 per year
Individual Agency Requirements Chapters—$15.00 each

Federal Programs Advisory Service
2120 L Street, NW
Suite 210
Washington, DC 20037

Handicapping America
by Frank Bowe, Ph.D.
Comprehensive overview of disability in the United States. Considered a basic primer for disabled in demanding their rights. Appendix lists organizations of and for the disabled in addition to government programs offering assistance.
(1978)
$9.95

Harper and Rowe
New York, New York

In The Mainstream
Provides information on the progress of affirmative action for the handicapped.
No Charge; Bi-Monthly

Sam Zukerman, Editor
Mainstream, inc.
1200 15th Street, NW
Washington, DC 20005

The Independent
Articles and information of interest to persons with disabilities interested in independent living.
Published Quarterly
$4.00

Center for Independent Living
2539 Telegraph Avenue
Berkeley, California 94704

Independent Living
by Susan Pflueger
Synthesizes major research findings and reports on innovations of current concerns on independent living to vocational rehabilitation professionals.
(1977)

Institute for Research Utilization
709 Delaware Avenue, SW
Washington, DC 20024

International Guide to Aids and Appliances for Blind and Visually Impaired
Catalogue providing information to visually impaired persons and professionals on devices which can be purchased for use in the home, on the job, in the school or agency; provides a general picture of what kinds of aids are available.
(1977)
Free

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Inter-Organizational Networking
by David H. Smith
Conference proceedings of the March '78 *Forum on National Information Resources* designed to acquaint information providers and services personnel with national resources that provide information on barrier-free environment, education and recreation for the handicapped.

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Clearinghouse on the Handicapped
Office for Handicapped Individuals
Hubert H. Humphrey Building, Room 338D
Washington, DC 20201

Interpre News
Current news about and for interpreters for the deaf.

Registry of Interpreters for the Deaf, Inc.
P.O. Box 1339
Washington, DC 20013

The Invisible Battle: Attitudes and Disability
Attitudes of non-disabled people toward disabled people in general.
Single Copy - Free

Publications
RRI-ALLB
1828 L Street, Suite 704
Washington, DC 20036

Journal of Applied Rehabilitation Counseling
Publishes articles in counseling theory, research and practice of interest to rehabilitation professionals.
Individual - $15.00; Institutional - $30.00
Quarterly

National Rehabilitation Counselor Association
1522 K Street, NW
Washington, DC 20005

Journal of Visual Impairment and Blindness
Inter-disciplinary journal of record for practitioners and researchers professionally concerned with blind and visually impaired persons.
$11.00 per year
Monthly, excluding July and August

American Foundation for the Blind
Information Department
Publications Division
15 West 16th Street
New York, NY 10011

Know Your Rights
You Have Rights — Use Them
Guide to the rights of all to an appropriate education. Contains key questions to ask, how to find the answers, and sources of help.
(1974)
Free

Closer Look
P.O. Box 1492
Washington, D.C. 20013

MS Patient Service News
Highlights community and patient services regarding multiple sclerosis.

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017

New Directions in Rehabilitation Outcome Measurement
by Thomas Backer, Ph.D.
How to measure what happens to a disabled person who receives vocational rehabilitation services.
(1977)
Free

Institute for Research Utilization
Washington Transportation Alliance
709 Delaware Avenue, NW
Washington, DC 20024

Orientation and Mobility Techniques
by Hill and Ponder, 1976
A guide for the practitioner and/or mobility student; is a how-to manual which codifies the techniques developed during the past 30 years.

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Partners
Attitudes of rehabilitation counselors and vocational rehabilitation clients toward each other. Explores the relationship of attitudes toward appropriate service delivery in the VR System.
50¢

RRI-ALLB
George Washington University
1828 L Street, Suite 704
Washington, DC 20036

Pathfinder
Provides information (to professionals) on the rehabilitation of physically and mentally disabled individuals.
Bi-Monthly

NARIC
308 Mullen Library
The Catholic University
Washington, DC 20064

Perspectives in National Health Insurance and Rehabilitation
by Herbert Dorken, Ph.D.
A dialogue on health insurance and the social, economic, and health care implications involved and the probable consequences to the field of rehabilitation.
(1977), (85 pages)
Free

Washington Transportation Alliance
Institute for Research Utilization
709 Delaware Avenue, NW
Washington, DC 20024

Planning Effective Advocacy Programs
Describes how self advocates can increase local visibility, build coalitions, improve their leadership roles, conduct workshops and apply for grants.
$4.00 plus postage

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Avenue
Washington, DC 20036

A Pocket Guide to Federal Help for the Disabled Person
Consumer-oriented publication, detailing the kind of benefits available to the handicapped individual through the federal government. Prepared by the Office for Handicapped Individuals Clearinghouse.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Proceedings of the Disabled Student on American Campuses: Services and the State of the Art (1977, 1978 2 vol.)
Proceedings of the first (1977) and second (1978) national conferences focusing on problems of the physically disabled student at the post-secondary level.

Pat Marx, Director
Handicapped Student Services
Wright State University
Dayton, OH

Programs for the Handicapped

Describes activities and news of federal agencies in handicapped programs. Includes digests of issues and articles from the federal perspective in addition to events or resources outside of government.

Bi-Monthly—Free

Office for Handicapped Individuals
Hubert H. Humphrey Building, Room 338D
200 Independence Avenue, SW
Washington, DC 20201

Recruitment, Admissions and Handicapped Students

Guidance approach to assisting recipients to comply voluntarily with Section 504 of the Rehabilitation Act of 1973. A publication of the American Association of Collegiate Registrars and Administrative Officers and the American Council on Education.

Free

Technical Assistance Unit
Office of Program Review and Assistance
Office for Civil Rights
330 Independence Avenue, SW
Washington, DC 20201

Rehabilitation Gazette

An international journal of Independent Living for the Disabled. Its aim is "to reach, to inform, and to dignify the disabled throughout the world."

Published once a year

Rehabilitation Gazette
4502 Maryland Avenue
St. Louis, MISS 63108

Rehabilitation Literature

Inter-disciplinary journal published for professional personnel and students concerned with rehabilitation of the handicapped.

Published monthly except May-June and November-December issues $15.00 yearly (U.S.)

National Easter Seal Society for Crippled Children and Adults
112033 W. Ogden Avenue
Chicago, IL 60612

"Rehabilitation of the Mentally Ill"

A comprehensive manual developed as a guide for rehabilitation counselors whose focus is directed at the employment goals of persons with a history of mental illness.

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Regional Rehabilitation Research Institute
Industrial Social Welfare Center
Columbia University School of Social Work
622 W. 113th Street
New York, NY 10025

Re • Search

Publication on various topics of interest to the rehabilitation community, particularly attitudinal, legal and leisure barriers.

Bi-Monthly—Free

RRI-ALLB
George Washington University
1828 L Street, Suite 704
Washington, DC 20036

Resource Directory of Handicapped Scientists

Directory identifying over five hundred individuals working within a broad spectrum of scientific disciplines interested in sharing their experiences and expertise with government agencies, Congress, scientific societies, educational institutions and organizations of and for handicapped students.
(1978)

Office of Opportunities in Science
American Association for the Advancement of Science
1776 Massachusetts Avenue, NW
Washington, DC 20036

Resource Guide to Literature on Barrier-Free Environments with Selected Annotations 1977

Free

Architectural and Transportation Barriers Compliance Board
Washington, DC 20201

Resource Guide to Literature on Barrier-Free Environments with Selected Annotations (1977)

Result of a survey of barrier-related literature, research studies and legislation completed or in progress.

Architectural and Transportation Barriers Compliance Board
Room 1010 Switzer Building
330 C Street, SW
Washington, DC 20201

Science for Handicapped Students in Higher Education

Monograph which summarizes findings and recommendations of a conference of representatives of various groups responsible for providing science education to disabled students at post-secondary levels.
(1978)

American Association for the Advancement of Science
1776 Massachusetts Avenue, NW
Washington, DC 20036

A Selected Annotated Bibliography on Visual Impairment for Rehabilitation Counselors

Provides a resource for in-service training of new counselors working with persons with severe visual impairments.
(1976)

Continuing Education Program for Rehabilitation: Region 2
State University of New York at Buffalo
416 Christopher Baldy Hall
Amherst, New York 14260

A Self-Directed Career Planning Program for the Visually Disabled, Final Report

Provides opportunity for self-assessment and helps to identify occupations or fields of study for further exploration; provides opportunities and resources to the visually disabled for learning employable skills.
(1978)

Robert Reardon, Principal Investigator
Florida State University
Talahassee, Florida 32306

Self-Help Groups in Rehabilitation
by Rita A. Varela

Traces trend toward consultation of disabled persons in policy making and examines ways agencies have attempted to implement consumer involvement. Offers specific suggestions for consumers and professionals in effecting consumer involvement in rehabilitation.
$4.00

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Avenue, NW
Washington, DC 20036

Sex & Disability: A Selected Annotated Bibliography
by S. Panieczko 1975-1977, 22 pages
$1.25

RRI-ALLB
George Washington University
1828 L Street, Suite 704
Washington, DC 20036

A Summary of Selected Legislation Relating to the Handicapped—1977-1978

Contains brief synopsis of legislation enacted by the 95th Congress which affects physically and mentally handicapped persons.
(published May, 1979)

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

To Serve Those Who Are Handicapped: Proceedings and Format to Implement a Model Career Education Program for the Handicapped, 1975

Offers practitioners in the areas of vocational education, special education, and counseling guidelines to assist them in implementing optimum services to the physically and mentally handicapped.

Dr. Claire Olson Szoke
Technical Education Research Center/Midwest
P.O. Box 2513, Station A
Champaign, IL 61820

Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year Applicant

Provides program guidance and counseling for the physically disabled applicant to a two-year college program.
(1977)
Free

Agent Campus for the Project
State University of New York
State College of Optometry
100 East 24th Street
New York, NY 10010

Washington Report

Reports Congressional activity on legislation affecting blind persons and those who work with blind persons, as well as action of the federal agencies in administering related problems.
Bi-Monthly—Free (available in Braille and inkprint)

American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011

White House Conference on Handicapped Individuals: Final Report
May 1977. 3 Volumes
Documentation of recommendations, resolutions, and summation of the delegates' work during the conference.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Organizations: Advisory Groups, Associations, Government Agencies, Professional Groups

Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, D.C. 20007

Fosters a supportive environment for hearing impaired persons to live independently within their communities. Conducts conferences and meetings, provides information services, and maintains a special library of over 20,000 volumes.
PUBLISHES: a magazine, newsletter and numerous books and brochures

American Ailiance for Health, Physical Education and Recreation
Unit on Programs and Recreation for the Handicapped
1201 16th Street, NW
Washington, D.C. 20036

Provides information services, research, and other activities designed to increase such activities for disabled persons.
PUBLISHES: *Update; Journal of Physical Education/Recreation; Health Education; Research Quarterly*

American Association for the Advancement of Science
Project on the Handicapped in Science
1776 Massachusetts Avenue, NW
Washington, D.C. 20036

Promotes scientific study and through the use of scientific research, promotes human welfare; a special project is devoted to increasing the participation of disabled persons in scientific disciplines. Activities include: information services, conferences, meetings and research.
PUBLISHERS: numerous newsletters, brochures, pamphlets, books and other material on general and specific areas

American Association of University Affilitate Programs for the Developmentally Disabled
2033 M Street, NW, Suite 406
Washington, D.C. 20036

Provides a focal point for university-affiliated programs throughout the country established by the Developmental Disabilities Act; provides informational services, meetings, and is establishing a data base.
PUBLISHES: a newsletter and various brochures

American Association of Workers for the Blind
1511 K Street, NW
Washington, D.C. 20005

Professional association which coordinates, stimulates and provides leadership to agencies and workers in the field of blindness through seminars, workshops and conferences at the local, regional, national and international levels for improvement of professional skills, services and standards.
PUBLISHES: *News & Views* (Newsletter) and *Blindness* (Annual)

American Athletic Association of the Deaf
3916 Lantern Drive
Silver Spring, MD 20902

Membership organization, which sanctions and promotes state, regional and national basketball and softball tournaments, award programs, etc.
PUBLISHES: *Quarterly Bulletin*

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
Field offices in Washington, Atlanta, Denver, Chicago, San Francisco

Consultation to agencies serving blind and visually impaired persons; social research; engineering research. Also makes available for sale a variety of aids and appliances for the blind. Catalog is available directly from AFB or on loan from the public regional library.
PUBLISHES: "Washington Report" in addition to directories, catalogues, pamphlets, resource lists, etc.

American Coalition of Citizens With Disabilities
1346 Connecticut Avenue, NW
Washington, DC 20036

Coalition of diverse groups and individuals concerned with and about the handicapped. Serves as liason between national and local agencies

and associations serving the needs of the handicapped. Active in lobbying, advocacy, and activism on behalf of constituents. Provides information and referral services.
PUBLISHES: *ACCD Action* (Monthly) and *The Coalition* (Quarterly)

American Council of the Blind
1211 Connecticut Avenue, NW, Suite 506
Washington, DC 20036

Consumer organization providing an outlet for the views of blind persons; also seeks to improve the status and services to the blind. Provides informational services.
PUBLISHES: *Braille Forum* (Monthly)

American Rehabilitation Counseling Association
1607 New Hampshire Avenue, NW
Washington, DC 20009

Professional association; develops professional activities for members through publications, continuing education, conferences, etc.
PUBLISHES: *Rehabilitation Counselling Bulletin* and *ACRA News*

Architectural and Transportation Barriers Compliance Board
330 C Street, SW
Washington, DC 20201

Government agency; ensures compliance with accessibility standards mandated by law, legislates alternative approaches; monitors progress of response to needs of handicapped, recommends legislative response.
PUBLISHES: Various booklets

Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234

Seeks to advance the education and general well-being of children and older individuals with learning disabilities. Provides informational services, conferences, and meetings.
PUBLISHES: a newsletter

Association on Handicapped Student Services Programs in Post-Secondary Education (AHSSPPE)
Ms. Cindy Kolb, President
c/o Educational Rehabilitation Services
Wayne State University
450 MacKenzie
Detroit, Michigan 48202

Association membership developed to strengthen the professionalism, expertise and competency of individuals interested in and involved in services for handicapped students attending post-secondary institutions. Responds to issues and concerns affecting the educational resources and environment of handicapped students. Promotes research, evaluation, programmatic and fiscal planning and training for association members. Monitors governmental policy development.
PUBLISHES: *Alert,* a newsletter

Association for the Education of the Visually Handicapped
919 Walnut Street
Philadelphia, PA 19107

Professional association which provides publications, workshops, and conferences to professionals concerned with educating the visually handicapped.
PUBLISHES: *Education of the Visually Handicapped* (Journal) and *Fountainhead* (Newsletter)

Association for the Severely Handicapped
1600 West Armory Way
Seattle, WA 98119

Facilitates flow of information among persons concerned with education, vocational training and improved living goals for severely/profoundly handicapped individuals.
PUBLISHES: *AAESPH Newsletter; AAESPH Review;* Annual Volume: *Teaching the Severely Handicapped*

Association of Specialized and Cooperative Library Agencies, American Library Association
50 East Huron Street
Chicago, IL 60611

Professional organization; provides individual and cooperative promotion of library services to deaf, blind and physically handicapped via programs, workshops, discussion groups and publications.
PUBLISHES: *Interface; Information Needs of Hearing Impaired People*

Center for Independent Living
2539 Telegraph Avenue
Berkeley, CA 94704

Non-profit organization; offers attendant referral, housing assistance and referral, transportation, services for blind, peer counseling, job placement, financial advocacy, legal services, political advocacy.
PUBLISHES: *The Independent,* a journal; *ACCESS,* a newsletter

Conference of Executives of American Schools for the Deaf
5034 Wisconsin Avenue, NW
Washington, DC 20016

Promotes the efficient and effective management of schools for the deaf, the welfare of deaf individuals and professional growth of instructors who teach deaf individuals. Provides informational services; also distributes captioned films for the deaf.

PUBLISHES: *American Annals of the Deaf;* and a *Directory of Programs and Services for the Deaf in the United States*

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Membership organization. Gathers and disseminates information regarding education of handicapped and gifted children. Operates ERIC Clearinghouses on law, legislation, and educational activities. Monitors government policy development, arranges conferences and training institutes.

PUBLISHES: *Exceptional Child Education Resources; Teaching Exceptional Children; Insight*

Disability Rights Center
1346 Connecticut Avenue, NW, Suite 1124
Washington, DC 20036

Legal advocacy group. Provides information and referral services regarding legislation and the rights of disabled persons, especially in the area of Federal employment.

PUBLISHES: a variety of materials

Disabled in Action of Metropolitan New York
175 Willoughby Street
Brooklyn, NY 11201 (and branches throughout U.S.)

National network of civil rights organization composed primarily of and directed by persons with disabilities. Dedicated to improving legal, social, and economic status of the disabled.

PUBLISHES: *Advocate* (newsletter), and an annual report; sponsors a radio program, *Disabled in Action Speaks*

Educational Facilities Laboratories
850 Third Avenue
New York, NY 10022

Established by the Ford Foundation, promotes an accessible environment in schools and colleges to all segments of the population. A major

effort is "National Arts and the Handicapped Information Service," which provides technical assistance and informational services to consumers and service providers, to assure that their programs are accessible.

PUBLISHES: numerous publications and papers, including a book on architectural accessibility

Epilepsy Foundation of America
1828 L Street, NW
Washington, DC 20036

National voluntary health agency. Provides information and referral services in a variety of areas, including education, employment, housing, transportation, health and activities of daily living.

PUBLISHES: monthly newsletter, legislative newsletter and numerous other publications

Federation of the Handicapped, Inc.
211 West 14th Street
New York, New York 10011

Promotes the vocational rehabilitation of the disabled. Provides informational services, research, services for those who are homebound, and recreation.

PUBLISHES: a magazine, *Spotlight* - Executive Director: Milton Cohen

Foundation for Science and the Handicapped
26827 Sturdy Oak Drive
Elkhart, IN 46514

Seeks to promote opportunities for scientists who are disabled, to increase the involvement of disabled students in science, and to apply science to the needs of disabled persons. Membership includes scientists who are disabled.

Louis Braille Foundation for Blind Musicians
215 Park Avenue, South
New York, NY 10003

Promotes the participation of blind individuals in music careers through vocational training, placement services, counseling and provision of musical equipment.

Mainstream, Inc.
1200 15th Street, NW
Washington, D.C. 20005

Private, nor-profit organization which provides information on developments and policy regarding affirmative action and the handicapped; plans and conducts compliance conferences throughout the country; private toll-free WATS line, "Mainstream on Call" (800-424-8089), offering information on federal legislation and the handicapped, serves federal contractors, grantees, and disabled individuals who have questions about their legal rights or anyone seeking information about mainstreaming of handicapped people.

PUBLISHES: *In The MAINSTREAM*, a bi-monthly newsletter; and booklets on Employment Rights, Job Accommodations, and Costs of Accessibility.

Muscular Dystrophy Association
810 7th Avenue
New York, NY 10019
(and local chapters throughout the country)

Non-profit organization, offers information, referrals, training, research, vocational counseling, etc.

PUBLISHES: numerous compilations, listing resource agencies, benefits, educational programs, accessories, devices, etc.

National Amputation Foundation
12-45 150th Street
Whitestone, NY 11357

Non-profit organization: offers legal counsel, vocational guidance and placement, social activities, liaison with outside groups, psychological aid, training in use of prosthetic devices. Repair and manufacture of prosthetic devices.

PUBLISHES: *The Amp*

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Organization of and for individuals with hearing impairments. The group stresses the use of all kinds of communication for deaf individuals to develop language competence; provides a forum to represent the needs of deaf individuals as a class. Provides direct and informational services; maintains an extensive library and sponsors a legal services project.

PUBLISHES: a newsletter and numerous publications

National Association of Students with Handicaps
Box 2
800 21st Street, NW
Washington, DC 20052

Membership organization; provides information packets and bibliographies on areas of interest, e.g., banners, 504 compliance, student organizations, employment preparation, etc.

National Braille Association
654-A Godwin Avenue
Midland Park, NJ 07432

Membership organization; help for transcribers of college textbooks; maintains library of brailled college texts.
PUBLISHES: *NBA Bulletin*

National Center for a Barrier Free Environment
7th Street and Florida Avenue, NE
Washington, DC 20002

Provides a central point and coordinating agency by which national organizations, government agencies, local groups and individuals can find out about or advocate for a barrier free environment. Services include dissemination of materials, assistance to groups to provide accessible facilities and drafting model legislation codes and regulations.
PUBLISHES: *Report* (bi-monthly newsletter)

National Center for Law and the Deaf
Gallaudet College
7th Street and Florida Avenue, NE
Washington, DC 20002

Develops and provides legal services to the deaf and hearing-impaired community; serves as a national center for the initiation of legislation and legal actions benefiting all hearing-impaired individuals. Operates a clearinghouse on legal and law-related matters associated with deafness concentrating on employment, income maintainance and civil rights.
PUBLISHES: a newsletter

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

One of the oldest voluntary health agencies in the country. Provides advocacy, information dissemination and health services to disabled persons. Sponsors research projects through other organizations and institutions, on a national scale and through local affiliates.
PUBLISHES: *Rehabilitation Literature,* a monthly journal; numerous other publications

National Epilepsy League
6 North Michigan Avenue
Chicago, IL 60602

Assists individuals with epilepsy to cope with all aspects of their disease—social, psychological, vocational and physical. Provides current information on epilepsy to individuals and families, as well as information on health rehabilitation, equipment, and civil rights. Conducts a special pharmacy service for persons with epilepsy.

National Federation of the Blind
1346 Connecticut Avenue, Suite 212
Washington, DC 20036

Works for the complete integration of blind persons into society as equal members; seeks the removal of legal, economic and social discrimination against the blind. Provides legal services and counseling, educational services for the general public about blindness. Monitors federal and state legislation and conducts a scholarship program for blind students.
PUBLISHES: *Braille Monitor* (monthly)

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017
(and branches throughout U.S.)

Offers clinical and rehabilitation services, utilizing existing community resources whenever possible, e.g., counseling, equipment loans, patient referrals.

National Rehabilitation Association
1522 K Street, NW
Washington, DC 20005

Broad-based organization representing professionals, lay-persons and others working in or interested in rehabilitation. Strives to increase opportunities for all disabled persons so they may be self-sufficient. Encourages research on rehabilitation; disseminates information through publications and conferences and promotes professional training.
PUBLISHES: *Journal of Rehabilitation* (bi-monthly) and a bi-monthly newsletter

National Rehabilitation Counseling Association
(Division of National Rehabilitation Association)
1522 K Street, NW
Washington, DC 20005

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Professional association; emphasis on professional development for workers in the field via publications, conferences, legislative advocacy.
PUBLISHES: *Journal of Applied Rehabilitative Counseling*

National Therapeutic Recreation Society
1601 North Kent Street
Arlington, VA 22209

Professional association for persons concerned with providing recreation and leisure to the handicapped, disabled and institutionalized. Liaison with agencies related to therapeutic recreation.
PUBLISHES: *Therapeutic Recreation Journal; NTRS Newsletter*

National Wheelchair Athletic Association
40-24 62nd Street
Woodside, NY 11377

Founded to organize and govern wheelchair sports in the United States. Provides informational services about its own activities and about athletics as related to rehabilitation and education and psycho-social development. Distributes a variety of printed and audio-visual materials.
PUBLISHES: a newsletter

Office of Civil Rights
Department of HEW
330 Independence Avenue
Washington, DC 20201

Federal agency which provides information on compliance with the Rehabilitation Act of 1973. Additionally, the staff advises citizens of their rights under the law and investigates complaints of alleged violations. There are 10 regional offices with the central office listed above.

People to People
Committee for the Handicapped
LaSalle Building, Suite 610
1028 Connecticut Avenue, NW
Washington, DC 20036

Established by President Eisenhower in 1956 to expand communication between the United States and other countries. The People to People program also sponsors a project related to information on disability and handicapped persons. The committee provides information in a variety of areas. Works with the White House, federal agencies, and other organizations concerned with disabled persons.
PUBLISHES: *Directory of Organizations Interested in the Handicapped '76*

President's Committee on Employment of the Handicapped
U.S. Department of Labor
1111 20th Street, NW
Washington, DC 20210

Federal agency interested in education of the handicapped as part of the preparation for employment of handicapped individuals. Has special committee on Education of the Handicapped and has produced several publications in this area.

Protection and Advocacy System for Developmental Disabilities, Inc.
175 Fifth Avenue
New York, NY 10010

Non-profit organization providing a Hotline (212) 982-2710. Has regional offices and attorneys to process complaints, education and training of consumers, lobbying to ensure rights.
PUBLISHES: Newsletters, Advocacy training manual

Registry of Interpreters for the Deaf, Inc.
Box 1339
Washington, DC 20013

The major national organization in the United States representing interpreters for the deaf. Strives to identify interpreters nationwide and provide interpreting services when and where needed. Seeks to increase the number and quality of interpreters.
PUBLISHES: national *Directory of Members;* a newsletter and 10 regional directories of certified members

Rehabilitation Services Administration
Division of Resource Management
Office of Human Development Services
Department of HEW
Washington, DC 20201

Basic support program of the Federal Office of Human Development Services, HEW. Provides vocational rehabilitation services to persons with mental and/or physical handicaps. Program is administered through the individual state rehabilitation agencies.

Spina Bifida Association of America
343 South Dearborn
Chicago, IL 60604

Non-profit organization; provides information and referral and fund raising for research.
PUBLISHES: *The Pipeline* (bi-monthly newspaper)

United Cerebral Palsy Association, Inc.
66 East 34th Street
New York, NY 10016

Nationwide voluntary organization dedicated to improving the welfare of persons with cerebral palsy. Through their state and local chapters, seeks to meet the personal needs of individuals, increase understanding about the condition and increase opportunities for individuals with cerebral palsy. Stimulates research; provides information and referral services.

PUBLISHES: *The Crusader* (bi-monthly) and other publications

Conference Program

SCHEDULE

Monday, April 23rd — 7:00 P.M.-8:00 P.M.
Registration — Ballroom North

OVERVIEW OF CONFERENCE
Bertha Cutcher, Coordinator, Office of Services for the Handicapped, State University of N.Y. at Buffalo
Mel Ladson, Coordinator, Regional Education Programs, Bureau of Education for the Handicapped, HEW

TACTICS FOR PROBLEM SOLVING
John Moffat, Adjunct Professor, Creative Problem-Solving Institute, State University College at Buffalo

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Tuesday, April 24th — 9:00-10:30 A.M.
WORKSHOP I — Communication Resources - Ballroom North
Moderator: *Steve Simon,* Associate Director, Handicapped Student Services, Wright State University

Panelists:
Ray C. Cheever, Publisher and Editor, ACCENT ON LIVING
Richard H. Mahler, Ed.D., Coordinator for Technical Assistance, Project for Handicapped College Students, Teachers College — Columbia University
Helga Roth, Ph.D., Chief, Clearinghouse on Handicapped Individuals, Office of Information and Resources for the Handicapped, HEW

COFFEE BREAK

10:45 A.M.-12:30 P.M.
SECTION I - Room 334 — Resource Person: *Ray C. Cheever,* Moderator: *Richard Harris*

SECTION II - Room 338 — Resource Person: *Dr. Richard H. Mahler;* Moderator: *Andrea Schein*

SECTION III - Room 434 — Resource Person: *Dr. Helga Roth;* Moderator: *Cheryl Davis*

LUNCH (on own)

2:30-3:30 P.M.
WORKSHOP II — In-Service Education — Ballroom North
Panelists: *Dwight Kauppi, Ph.D.,* Project Director, Continuing Education Program for Rehabilitation, Region II
Gary Graham, Ph.D., President, California Association of Post Secondary Education of the Disabled

COFFEE BREAK

3:45-4:45 P.M. — WORKSHOP II (continued) — Ballroom North

5:00-6:00 P.M. — HOSPITALITY HOUR — Ballroom Center — Complimentary Wine Punch & Cheese - CASH BAR — *Hosted by the U/B Independents*

GUEST: *Dr. Richard A. Siggelkow,* Vice President for Student Affairs, State University of N.Y. at Buffalo

DINNER (on own)

8:00 P.M. — Presentation of Model In-Service Training Program -- Ballroom North — *D. Kauppi and G. Graham*

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Wednesday, April 25th — 9:00-10:30 A.M.
WORKSHOP III — Organizations — Ballroom North
Moderator: *Ron Gibbens,* President, Association on Handicapped Student Services, Programs in Post-Secondary Education
Panelists: *Don Swift,* Alumnus, Disabled Student Organization, University of Illinois at Urbana/Champaign; *Eugene Lozano, Jr.,* Past President, American Council of the Blind; Immediate Past President, National Alliance of Blind Students; *Terrence O'Rourke,* President, American Coalition of Citizens with Disabilities; *Martha Redden, Ed.D.,* Coordinator, Project HEATH (Higher Education and the Handicapped), American Council on Education

COFFEE BREAK

10:45-11:45 A.M.
SECTION I — Room 334
Resource Persons: *Don Swift and Eugene Lozano, Jr.,* Moderator: *Anthony Serra*

SECTION II — Room 338
Resource Person: *Terrence O'Rourke,* Moderator: *Dr. Thomas Shworles*

SECTION III — Room 434
Resource Person: *Dr. Martha Redden,* Moderator: *Cheryl Kishbaugh*

12:00-1:00 P.M.
PLENARY SESSION — Ballroom North
Chairman: *Gwen Callas,* Coordinator, Office of Services for Handicapped Students, Kent State University
Recorder: *Rhona Hartman,* Coordinator, HEATH Resource Center

Funded by the *Bureau of Education for the Handicapped,* HEW.